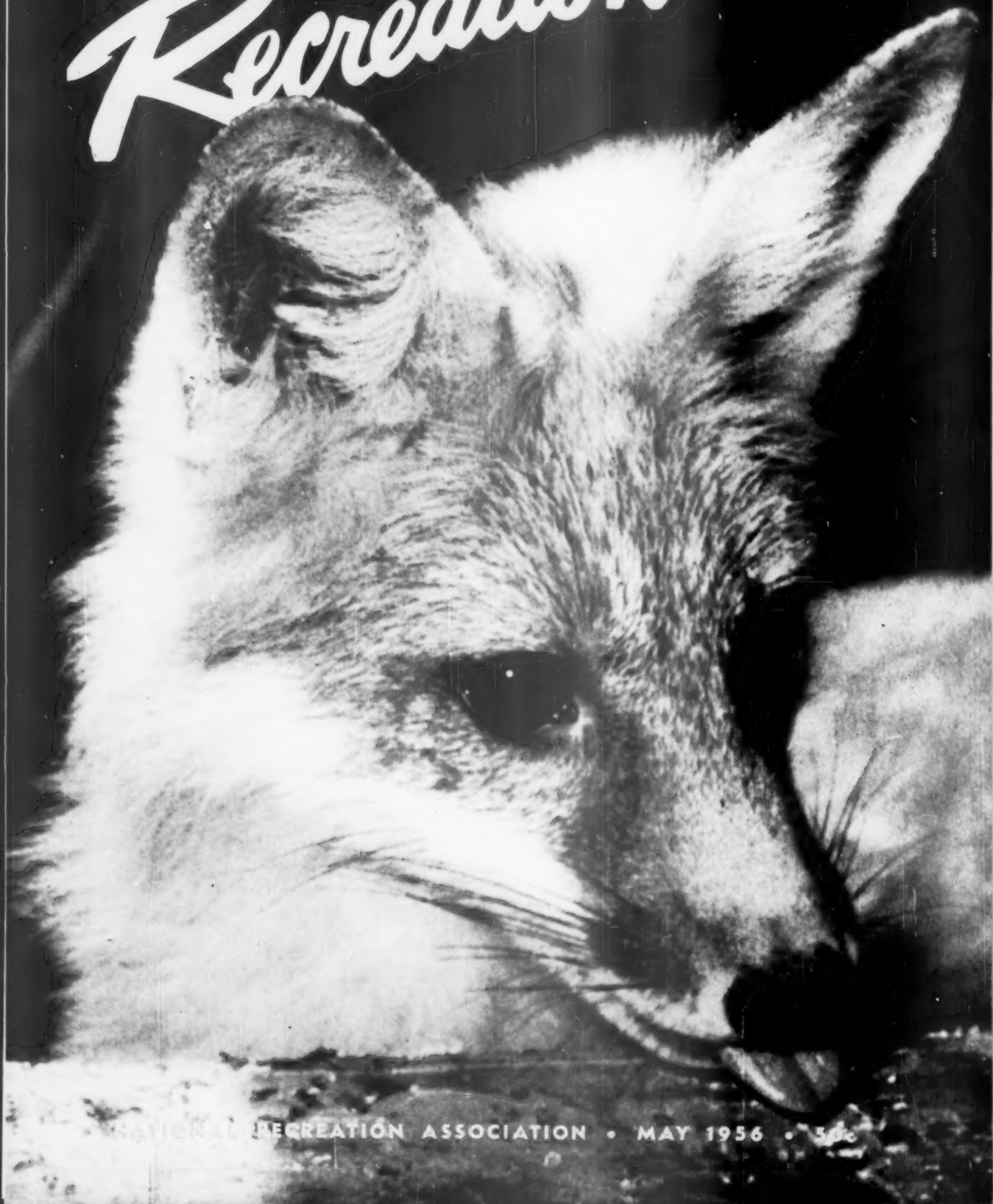


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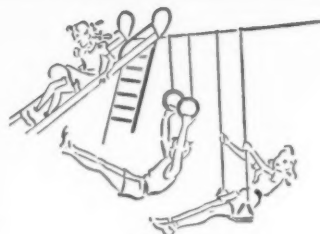
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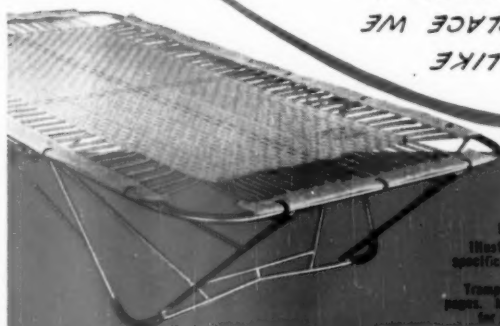
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NATIONAL ADVISORY COMMITTEE ON STATE RECREATION

The National Advisory Committee on State Recreation is composed of state officials concerned with recreation services and programs. The Committee functions in the following ways: to help the National Recreation Association to be a clearing house on the subject of state sponsored recreation services; as a study group to help the Association determine problems and to help in the solution of these problems; to assist the Association in the dissemination of information on state recreation matters; to help coordinate the work of the Association in this phase of the recreation field with the activities of other national, professional and service organizations concerned with this aspect of recreation.

The Committee projects at present include work on the State Section of the Recreation and Park Yearbook for 1955 to be published this fall, identifying problems common to the administration of state recreation services and recommending principles relating to the solution of these problems, formulating and recommending to the National Recreation Association a policy statement on the role of state government in organized recreation.

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MAY 1956



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Vol. XLIX Price 50 Cents No. 5

On the Cover

Young fox, bright-eyed denizen of the wilderness areas now preserved in parks and national forests which offer beauty, inspiration and a precious national heritage. Such areas belong to American tradition and have molded American character. (See editorial, "Why We Need Wild Places," page 204.) Photograph courtesy of L. G. Kesteloo, photographer, Virginia Commission of Game and Inland Fisheries, and *Virginia Wildlife* magazine.

Next Month

An especially planned issue marks the Golden Anniversary Year of the National Recreation Association. Old-timers in the recreation field will enjoy reading about familiar names and events in the early days of the recreation movement; young executives can become familiar with the background, early leaders, and philosophy of their chosen field. Every recreation leader, young or old, will want to own a copy for his recreation library. Buy extra copies for your staff and board members. Send in order early as possible!

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RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 8 West Eighth Street, New York 11, New York, is on file in public libraries and is indexed in the *Readers' Guide*. Subscriptions \$4.00 a year. Canadian and foreign subscription rate \$4.50. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924. Microfilms of current issues available University Microfilms, 313 N. First Street, Ann Arbor, Michigan.

Space Representatives: H. Thayer Heaton, 141 East 44th Street, New York 17, New York; Mark Minahan, 168 North Michigan Avenue, Chicago, Illinois; Keith H. Evans, 3757 Wilshire Boulevard, Los Angeles 5, and 593 Market Street, Suite 304, San Francisco 5, California.

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Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Why We Need Wild Places

J. J. Shomon

NOT SO long ago I met an interesting old man on a lonely moose trail in the wilds of the north country. I was miles from camp and the lateness of the afternoon and the cold scudding snow clouds had me sprinting campward at a fair clip. I didn't think there was a soul for miles around. Suddenly, directly in front of me, there loomed the gray figure of a man. We both froze in our tracks. Our sense returned, we greeted each other and began a friendly conversation.

"Me go trap in deep bush," he said in his broken French-Canadian. "Stay 'til Christmas. Den I come out, get more grub and go back again. This country good for man."

I learned later that Pierre made regular visits to the wilderness bush country to cure himself of a bad drinking habit. Once his three bottles of liquor were gone there was nothing to do but sober up and let the wilderness country do its work. Pierre was sixty-seven and a more rugged trapper there never was. The bush was obviously good for him.

The case in point is that we can all stand the antidote of wild places once in a while, not so much to make us teetotalers but to help us regain a sense of equilibrium, serenity.

In America wild places are a spiritual necessity. We need them to recreate ourselves and to remind us what the primeval glory of our country was like. Every time I go into a wild or wilderness area I am struck by the healing influence of the surroundings. Mental cobwebs disappear; nerves loosen up; contentment returns. No doctor can prescribe a pill that will do that for a body.

Some decades ago certain selfless men like the late Bob Marshall realized the necessity of wild places in our lives and set about the task of getting the federal government and the states to set aside pristine areas dedicated to the spiritual welfare of mankind. The Wilderness Society was born and began and carried on the fight to preserve wild places. The National Park Service, U. S. Forest Service, and several of the states have wisely set aside a few areas classed as "wilderness" and "wild areas," but these places are inadequate for our growing population. More areas—and there are not many wild areas left on the continent—need to be set aside.

Like all worthy conservation endeavors it means a battle. A battle not only to add to the areas we now have but to protect the ones that now exist. Pressures are constantly at work to grab away the last vestiges of our primeval wilderness. This is especially true near and around big centers of population—and yet it is here where wild places are needed most, and surprisingly enough, where opposition is strongest.

In Virginia we don't have any areas that can be classed as truly "wilderness" areas but we do have some wild areas. We need more of them. We need to protect the ones we have.

Just last spring the commission [Virginia Commission of Game and Inland Fisheries], through the noble efforts of I. T. Quinn, executive director, and Senators Robertson and Byrd, waged a valiant fight to help save Parramore Island on Virginia's eastern shore, an undisturbed wild area. The Navy had designs to make the wild and wildlife-rich island a bombing target for off-shore maneuvers. Fortunately the grab was stopped and the island was saved. Conservation emerged victorious.

In this year of 1956 it might be well for us who believe in conservation to look around and see what should be done to safeguard—and add to—our wild places which constitute a precious natural heritage. ■

Reprinted with permission from Virginia Wildlife, January 1956 issue. MR SHOMON is editor of that magazine.

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Things You Should Know . .

► **WATCH FOR THE SPECIAL GOLDEN ANNIVERSARY ISSUE OF RECREATION.** Don't miss the dramatic story of the development of recreation in this country. Background reading for every recreation leader! Coming in June.

► **COMMUNITY LEADERS WHO HAVE MADE SIGNIFICANT CONTRIBUTIONS** to the recreation movement through their work with NRA Affiliate Members are eligible for special Fiftieth Anniversary certificates of appreciation and honorary membership in their NRA district. Those who have given long-time board or other volunteer service, park or playground lands, or who have served the community recreation program in an outstanding way are among those who may be honored in this manner.

A nominating form has been sent to affiliate members. Additional copies can be secured by writing to the NRA—but time is almost up.

► **REPRINTS AVAILABLE FREE UPON REQUEST.** The outstanding address, "A Philosophy of Recreation," delivered by Dr. Alexander Reid Martin, noted psychiatrist of New York City, as the keynote address for the Second Southern Regional Conference on Hospital Recreation last year, has just been reprinted by the National Recreation Association. This talk is not for hospital recreation workers only, for it gives the psychiatrist's approach to the whole subject of recreation and points up the need for closer integration between the psychiatrist and recreation leader. Send for a copy! Dr. Martin is chairman of the Standing Committee of the American Psychiatric Association on Cooperation with Leisure Time Agencies.

► **THE OUTDOOR SWIMMING POOL—A STUDY REPORT** is now available. Sponsored by the Conference for National Cooperation in Aquatics, the study was conducted by a committee with George D. Butler of the National Recreation Association as chairman. The American Red Cross assisted in compiling data, but much of the preparation was done by the NRA. It may be secured from the Association for \$1.00.

► **A WORKER IN THE UNITED STATES** TODAY can turn out about six times as much as his great grandfather one hundred years ago, according to the *Ed-press News Letter*. If this ascending curve continues, his great-grandson, one hundred years from now, will be able to produce in one seven-hour day all that a man produces in the present forty-hour week.

► **THE NEED FOR A "MISSION 66"** FOR NATIONAL FOREST RECREATION FACILITIES (similar to the National Park Service's Mission 66) was introduced into the *Congressional Record* of March 14, by Senator Wallace F. Bennett, following an editorial in the March 5, 1956 issue of *The Salt Lake Tribune*, Salt Lake City, Utah. It said in part: "The 1956 appropriation for national forest recreation facilities amounted to \$1,670,000, a mere pittance considering the fact that forty-four million recreational visits were made to the forests last year and that camp and sanitation facilities are steadily deteriorating. . .

"Recreational use of forests in the Inter-mountain Region jumped from 2,295,000 in 1941 to 6,105,000 last year. The same pattern holds for the National forests throughout Utah. . .

"Public use in the national forests carries with it a tremendous responsibility in safety and sanitation. . .

"Efforts are being made to spur favorable interest in Congress in a bill to set aside ten per cent of national forest receipts, up to five and a half million dollars annually, for recreational areas and wildlife improvements. Some observers are not optimistic this bill will be adopted this year." (HR1823—Ed.)

► **AT THE REQUEST OF THE UNITED STATES AIR FORCE IN EUROPE, Helen Dauncey, NRA training specialist, and Arthur Todd, on leave from the NRA staff to serve as chief of the Youth Activities Branch, Headquarters, USAFE, will conduct recreation training classes during May for youth leaders in Germany, France, England, and North Africa.**

► **NEED ANY ADDITIONAL COPIES** of the April issue of RECREATION? Extra

orders and commendations are coming in fast. Readers seem to think this especially valuable and are re-ordering in varying quantities, so—if you want to be sure of finding this issue in stock—don't wait to order. James Glenn Hudson, executive director of the Geneva Youth Bureau, New York, for instance, has just ordered copies for each of his twenty-two summer playground workers. In a letter to Joseph Prendergast, April 11, 1956, he says, "I believe this is the best issue in my experience in the professional field."

► **HAVE YOU ORDERED YOUR STAMPED 1956 BINDER** for RECREATION magazine? Stock is dwindling!

► **WANTED:** Good how-to-do articles on camping-administration, leadership, program planning, nature, and other activities. A special camping issue of RECREATION is being planned for next spring. Send us the sort of thing you would like to see in such an issue. Materials should be in our hands by the end of 1956.

► **THE FIFTEENTH ANNUAL CONFERENCE AND EXHIBIT** of the National Industrial Recreation Association will be held in New York City, at the Hotel Statler, on June 3-6. A wide range of industrial recreation topics will be covered during the twenty sessions of the conference. A descriptive program outline and application card have been enclosed with the last issue of the NRA Associate Membership Letter.

► **WHAT IS THE OUTLOOK FOR PARKS AND RECREATION FACILITIES** in the United States? George D. Butler, NRA director of research, answers this timely question in an article published in the April issue of the *American Journal of Economics and Sociology*. In an eightieth birthday salute to Harold S. Buttenheim, editor emeritus of *The American City* magazine, twenty of the nation's foremost authorities on municipal appeals have contributed a series of interesting articles on the theme, "Municipal Progress in the Twentieth Century."

► **ART FOR WORLD FRIENDSHIP** is a plan through which groups of children all over the world draw pictures—about their lives, their homes, their friends—to exchange with children of other lands. Every individual child who has sent in a picture to be mailed out to other children receives one in return. This program has been favorably received by the embassies in Washington, U.S. Information Service and UNESCO. For further details write to Mrs. Frederick W. Muller, Friendship, Friendly Acres, Media, Pennsylvania, U.S.A.



Readers! You are invited to send letters for this page to Editor, RECREATION, 8 West Eighth Street, New York 11—so that your ideas, opinions and attitudes may be exchanged with others on the wide range of subjects of concern to us all. Here is your chance to agree or disagree with the authors of our articles. Keep letters brief—not more than 250 words.

—The Editors.

The "What Do I Get?" Problem

Sirs:

In the past few years there has been an increase in the *reward aspect* of recreation. Emphasis by certain leaders has brought about almost a necessary prize for everything that is accomplished or attempted by youth. When competing in games or contests some type of reward is always necessary. I'm not condemning rewards as a possible motivation, but rather the great emphasis which is placed on them from the standpoint of both youth and recreation personnel. The play-for-fun motive has escaped from us and has been replaced by an element of greed.

I imagine this is not a new problem to recreation people in the field, but it indeed is becoming an alarming one. The basic motive of recreation for fun is being deserted for a principle of individualistic self-centerism. Let's bring back the old method of playing the game, just for the fun of it!

RONALD A. HURST, *Recreation Division, Board of Park Commissioners, 325½ City Hall, Minneapolis 15, Minnesota.*

Our Foundations

Sirs:

"Firming the Foundations," by Virginia Musselman in the February RECREATION is one of the most thought provoking articles I have read for some time. Sad to say, the younger directors who really need the admonition in the excellent article will not read it or understand it because they do not know our foundations, through no fault of their own in most cases. Ask any group of young directors of at least five-years' experience who Joseph Lee or Howard Braucher were, or whether they have read *Play and Education* by our founder or *The Child and Play* by Rogers, and I venture to say not more than ten per cent can give you an intelligent answer.

Name any other profession that is so careless in disregarding its early beginnings in the training of its new crop of directors! Our recreation foundations were built by pioneers of great breadth of thought and human understanding who looked upon recreation almost as a religion. Has this zeal been implanted in our new directors? The time could come when Miss Musselman's diagnosis of the trouble as complacency will not satisfy the troubled parent or the questioning city father.

Good planning requires a thorough knowledge of the entire structure, not only what is above the ground and showing, but what is holding up the superstructure. A sound, sane philosophy is essential to future success.

I still thrill to the mention of the names of Joseph Lee, Dr. J. Finley, or Howard Braucher. Young brother- and sister-in-recreation, if your foundations are slipping or your enthusiasm is waning, go back and take a look at our foundations represented by the names I have mentioned.

GRANT D. BRANDON, *818 State Street, Lancaster, Pennsylvania.*

Reader Interest

Sirs:

I want to tell you how much we appreciate your write-up regarding the new AYH film in the January issue of RECREATION. You may be interested to know that we have already received a number of inquiries, and a number of recreation people have used the film.

JUSTIN J. CLINE, *Executive Director, American Youth Hostels, 14 West Eighth Street, New York 11.*

Statewide Organization

Sirs:

The following proposal has been made to the Wisconsin Recreation Association's Board of Directors. It would be deeply appreciated if this could be printed in RECREATION, so

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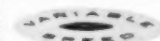
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there may be a chance to study any comments from recreation people throughout the land. (Please send all letters to Charles H. Odegaard, Director of Parks and Recreation, Marinette, Wisconsin.) Naturally it is realized that there are probably as many types of organizations as there are states.

1. We assume that the purpose of state recreation organizations is manifold, the least of these not being:

—For the members to meet in an effort to exchange ideas, practices, and experiences, so each will become better equipped to do his respective job.

—To promote recreation as a profession and as such to raise our standards and practices.

—To aid communities who at present either do not have organized public recreation or have it in a slipshod manner.

2. Therefore, to aid in the promotion of these and other purposes, the following plan is offered for consideration:

Geographically divide your state into as many districts as the consideration of area and concentrated population will allow. (Wisconsin proposal calls for seven with future allowance for three divisions which will provide ten.) In setting up these districts keep in mind:

Each district should have at least one and preferably two cities where there are full-time departments. In states with large areas this may mean forming two or three large districts. This is not desirable but necessary until future development of program allows a split.

Keep the district to a size where all meetings within the district require no overnight stops.

In each of these districts one director would be responsible for calling the first meeting of key people after which time all would share in the program. The state organization could help with this first meeting.

Each of these districts would have two or three one-day sessions per year with the location rotating so all municipalities would eventually be the host. Of course, the purpose of these districts is to have area one-day meetings so the professional people within the area may help the remainder of the area, in addition to helping each other. Naturally, people need not be members of the state organization in order to participate.

There shall be one state-wide meeting per annum of all recreation people. The length of this meeting may be two to four days depending upon the number of people and the amount of work to be covered.

There shall be two administration meetings per year:

—The fall meeting shall be held at the

same time and place as the state meeting. The primary purpose of this meeting shall be to discuss all administration problems (excluding athletics and their tournaments — this would eliminate the problem so often found where all of the time is on athletics).

—The spring meeting shall be held in May, shall rotate its location, and shall be a one-day affair with its primary purpose being for the discussion of athletics and their tournaments.

The state's executive board shall attend the winter meeting of the state's park and recreation society (or a like organization) and shall make a report on all events pertaining to the state recreation association at the next annual meeting.

CHARLES H. ODEGAARD, Director,
Parks and Recreation Department,
Marinette, Wisconsin.

Public Recreation and the Schools

Sirs:

If one believes that the future of public recreation lies in the hands and minds of the public school authorities he will find much of value in Mr. Gabrielsen's article appearing in RECREATION for September 1955. But I do not. Nor do I believe that the kinds of recreation services described by Mr. Gabrielsen constitute the most important contribution that the public schools can make to the recreational life of the individual and the community.

Let's start with the nature of recreation experience *per se*. Some things that people do are primarily and often wholly recreational in character; e. g., square dancing, hunting with a camera, listening to music. Many other things that people do are motivated primarily by other than recreational desires but at the same time have important recreation values; e. g., enjoying the drive through the countryside to an appointment or re-living the story of Huck Finn while reading it to quiet down an eight-year-old at bedtime. Certainly not all of recreational value comes from experiences that are organized by someone else. It seems reasonable to say that everyone, at times, seeks recreations all by himself or with his own little group of friends, and to some the chance to read, converse, listen, or contemplate is the very essence of recreation. The recreation leader is there to make it possible for people to enjoy the kinds of recreations they want when they want them. This is an extremely broad and pervasive responsibility.

The educational experiences that people get in school are probably the most prolific source of recreation interests for most people. The school leaves its imprint on almost every individual, giving each the opportunity to develop

his knowledge, skills, and interests in a wide variety of fields—the same fields, incidentally, of music, art, drama, literature, sports, natural science, and social activities which we use in classifying recreations. It seems to me that here is the greatest contribution the school can make to recreation of the individual: to so arrange the learning experience identified with the school curriculum that interests are awakened and skills learned which then and later will provide recreational satisfactions.

It does not follow, in my view, that because the school actually does play such a vital part in providing the means of recreational expression, it should therefore assume the community responsibility for providing public recreation services. Recreation is, by its very nature, an educational function but that does not mean it is or should be a function administered by the schools.

Public recreation is by tradition and present practice a municipal function. Municipal corporations have the authority to exercise not only those powers specifically named in the statutes but also those powers that are necessary to or can reasonably be inferred from the enumerated powers. The diverse services and opportunities that are needed in a public recreation program literally require the freedom of action enjoyed by municipal corporations. School districts, on the other hand, are quasi-municipalities with the authority to exercise only those powers specified in the law. They have only limited freedom to act in recreation matters, as a result of which some essential recreation services, such as those associated with large parks, may not be provided by school systems in the absence of explicit legislative authority.

Should we not, then, as a profession, encourage and aid the school authorities to do better those things they are uniquely in a position to do; namely, nurture, among other things, those interests arising from learning which may have recreation value for the individual? Certainly with increasing enrollments and continually expanding curriculum, here is one highly significant effort the schools can make without assuming the burden of administering an additional function of government.

H. CLIFTON HUTCHINS, *Assistant Professor of Education and Coordinator of Recreation Curriculum, University of Wisconsin, Madison, Wisconsin.*

Campus—Air Force Training Program

Sirs:

I have been reading your "On The Campus" column with great interest

each month in RECREATION magazine, but was particularly interested this month [April] since you mentioned the Air Force Training Program for recreation majors. I was rather surprised to find that you were not aware that we at McGuire are also a part of the field work plan. We have just recently completed a two months intensive training period with a senior year student from Pennsylvania State University. We were very pleased to have her assigned here and hope that we will have future trainees from the same school, since she has obviously received excellent training.

We hope that you will be able to mention our part in the training program in one of your columns, since we are quite proud of our part in it.

LENORE M. WILDSMITH, *Service Club Director, McGuire Air Force Base, Trenton, New Jersey.*

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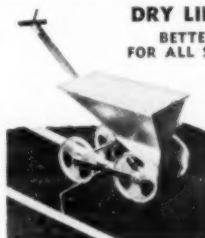
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Editorially Speaking

The Strange Psychology of Writing

There are people who, when they pick up a pen to write, either go into a mental deep freeze and can't think of a thing to say—or who are suddenly overcome with a great formality. In either case, the written result is one of great stiffness, complicated sentences, long words that we never realized we knew. The latter leap from our subconscious to the paper—with demoniacal intent to cloud the issue. "To be academic will be to sound learned," we tell ourselves, gazing at them proudly. Or, perhaps, we imagine that stilted language is expected of us.

But what about the poor reader? Or what about the poor editor who gets lost in our welter of words?

It is interesting that a whole book has been written on this subject, just to tell us that we are too often stiff, unnatural and pompous in our writing and in our speech. If you are one of the people who are bothered this way, get a copy by all means, and follow its plain and entertaining horse-sense. It is *The Art of Readable Writing*, by Rudolph Flesch.* It is not a new book—but it will be very new to anyone who has missed it so far.

Mr. Flesch says: "Editors spend ninety per cent of their time crossing out words in manuscripts and shifting around those that are left . . . It is hard to remember this when you are your own editor. Those words you liked so well when you wrote them will probably have to be cut in half and completely rearranged." To which we add our own dictum: "No article is so good that it can't be improved by cutting."

Molding Their Future

"The child is a young adult. Patterns of leisure skills are laid during the first dozen years of life. The adjusted worker today was the recreationally skilled child of yesterday.

* Harper & Brothers, 49 East 33rd Street, New York 16. Pp. 237. \$3.00.

"Our children will, as adults, probably have a work-week of thirty to thirty-five hours. What is the recreation coordinator in industry doing for his employee's children?

"Facilities today are at a premium. It is the fortunate industry that has provided, for employees and families, indoor and outdoor recreation areas. Nevertheless, by careful survey and scheduling, many areas for a program can be found in churches, city, county and state parks, municipal recreation areas and private agencies.

"By arrangement with private agencies and church groups, industry can sponsor or provide leadership and financial aid to establish Scout troops, Cub Packs, Brownies, Indian Guide, Campfire Girls, Blue Bird groups and the like for employee's children. Such arrangements improve the company's community relations and provide leadership opportunities for employees.

"Employee recreation should accept today's challenge and include programs for children of both sexes from seven to fourteen. We can thus help to fortify the child's future as an industrial worker and as a happy citizen of our country." — From editorial by Dr. Floyd R. Eastwood, in *Industrial Sports and Recreation*, March, 1955.

Keep the Parks

"The park facilities of New York City are not luxuries. They are necessities. They may be described as breathing places, without which, on torrid days such as we have had this summer, many New Yorkers would have nearly suffocated in their crowded apartment houses."—Frank D. Slocum, in a letter to the *New York Herald Tribune*, August 11, 1955.

A Ghost Story

More reasons can be thought up to sway people's vote than you can shake a stick at; for instance, our friend Cap'n Bill Vinal, in Massachusetts, has run into a ghost story in his campaign for

a state reservation. "I cannot seem to whip up any opposition," he writes. "The most evil idea brought up so far is that people disappear in the quaking bog . . . The greatest enemies are apathy and imaginary fears."

Cap'n Bill's article about the ghost, in the *Norwell News* is very amusing. The story, used to keep people from voting for the reservation, is that a woman first disappeared into Black Pond many years ago. She was next seen frozen in the ice by some boys who decided to go skating. It took four of them to cut her out. "It is reported that the ghost of the woman comes back in the full of the moon, in winter," he says; and that is why they are saying, "Let's have no state park." He goes on to point out that in the past ten years he has probably led fifty trips to the bog without losing one member of the party. He says, "Anyone wanting to fight for safety had better come out in the open and fight for safety with automobiles, motor boats, and jet planes; also for security against cancer, polio, superstition, ignorance and icy streets. After all, one simple-minded woman in a century is nothing compared with the annual death toll due to autos, toxines and bacteria."

Percentage of Delinquents is Small

According to the *New York Times* of February 23, 1956, Police Commissioner Stephen P. Kennedy of New York recently told two thousand boys and girls that "much of the talk about juvenile delinquency here is of an alarmist nature." In addressing a "Salute to Youth" celebration, he went on to say that he thought the public had a false picture of the situation. "Certainly we have juvenile crime," he commented. "But I can remember my own youth—the days of the bobbed-hair bandit and the generation of flappers carrying hip flasks—when everyone was certain that the younger generation was on the road to ruin.

"Those 'juveniles' are now in their forties and fifties; they are the fathers and mothers of today and for the most part the respectable citizens of our community. As a matter of fact, juvenile delinquents today constitute only a very small percentage of our youths." ■

Let's put the COUNTRY back into the BOY

J. A. Thayer

A plea for nature activities and the teaching of real camping skills—in camping.



A boy needs opportunity to know the world of nature.



To examine its manifold mysteries.

MANY YEARS ago there was a saying, "You can take the boy out of the country, but you can't take the 'country' out of the boy." This was a matter of the city slicker poking fun at the man or woman raised in the country. And as a matter of fact, many country-raised people in those days seemed to always have a few hayseeds in their hair, no matter what. Now, with the advent of the radio, television, other means of rapid communication—and with the passage of two world wars—the man, woman, or girl raised in the country is hard to distinguish from a city person.

This presents a clear challenge to those engaged in the business of running camps—municipal, private, school, organization, or any other type of camp. The challenge? Let's put some of the "country" back into the boy—and girl.

There is a very good possibility that the camp which merely moves the playground to the mountains or the woods is missing the boat in the matter of service to the camper. Youngsters of all ages show a keen interest, and derive a vast amount of fun, from being taught the facts of rough camping and the "how" of living in true camping situations. There is much more to the teach-

ing of conservation than reading posters and slogans or hearing lectures by experts in the field. The boy or girl who has practiced phases of conservation, from the proper way to clear a campfire site to the reforestation of a burned area, will practice conservation forever. Also, he will have a tendency to preach what has been practiced.

The camp that takes boy and girl campers back to pioneer days and instructs them in the ways of living in those days probably achieves a maximum return in satisfaction and fun for the campers. We have only recently passed beyond the pioneer phase of our country's growth. Our literature for children (and adults), the movies, and television make much of the early settler—Pilgrim, Puritan, and pioneer—the mountain man and scout, and, of course, the Indian; so the desire to learn some of the things the pioneer had to know to survive is quite strong in the average young American.

Take fire, for instance. Building a fire is a thing of mystery to the average city child. The steps entailed in building a safe fire outdoors are unknown to a vast number of America's young citizens—including many who have attended "camp." The processes of clearing a fire site, gathering tinder, building a fuel supply and actually starting a fire with the materials at hand would



To sleep beneath a blanket of stars.

be fascinating to them—as would other camping skills.

And again, only a familiarity with the colorful world of nature will produce the future conservationist. For instance, the practice of killing every reptile encountered because the camper thinks it's a slimy, nasty thing that might bite would stop if camp leaders acquainted today's campers with the amazing world of reptiles.

When one stops to consider the tremendous amount of materials available in any outdoor situation located away from urban areas, or, for that matter, the natural materials found in the average city park, the only problem involved is how to use as many of them as possible in the short time a boy or girl is in camp.

Certainly the camper should go home with: a rudimentary knowledge of local trees, ferns, flowers, and other flora; at

MR. THAYER is director of the recreation department, Monterey, California.

least a few pertinent facts about the local animals, birds and reptiles; and understanding of the methods and reasons for safety and comfort in the rough camp; an introduction to the use of rope and twine in knots, lashings, and perhaps splices; a knowledge of how not to get lost, and what to do if lost; how to sleep comfortably on the ground. He should: be acquainted with local edible plants, roots and berries, actually having gathered, cooked and eaten them as part of a camp meal; have an understanding of the balance of nature, and what happens when that balance is upset; know trails and trail signs, poisonous insects and reptiles and what to do about them. He should have learned: safety at the swimming pool and around the lake, river or pond; the use of materials at hand for crafts; the logical technique and skills of outdoor living; and as much supplementary knowledge as a camper can acquire.

Youngsters are tremendously interested in these things, which can be taught in any camping situation. Their response will be excellent.

The big question, of course, lies in the provision of leadership. Where are the leaders who can teach all these things? The answer is relatively easy. Any leader who has the "stuff" that makes good leaders will find that camp skills are easy to acquire and hard to lose.

For the administrator who may be skeptical, try just a few of the things related to pioneering and watch the response of campers and leaders alike. There is plenty of literature* on the subject—Girl Scout and Boy Scout handbooks are filled with the basic facts of camping, the Boy Scout camping merit badge and pioneering badge booklets are excellent; Bernard Mason has written several fine books on camping and woodcraft; and there are many others in your local library.

So there's the challenge. The effort to meet it will pay big dividends in camper and staff satisfaction, and contribute to an increased awareness of the values of our vast natural resources on the part of campers and others involved. ■

* Send for list of National Recreation Association publications on camping and nature adventuring.



The Program of Creative Music

CREATIVE experience in all artistic media is a valuable and needed part of personal development and pleasure. This has been recognized in certain arts more than in others. Children are encouraged to write "compositions" and even verses in English studies. Crayons and paints are placed in children's hands, and they are encouraged to draw and paint.

Music has been slower in this respect. The old-fashioned music lesson did not consist of making one's own music but of learning the technique of playing that composed by other people on various instruments. There was a strong feeling that only a genius could be a composer and that no others should try; and that, before composing at all, years of study of harmony, counterpoint, and so on, would be required.

The more recent view is that it is part of the natural heritage of every child to have fun fashioning objects from musical sound as much as it is to build houses of blocks, or to draw with colored crayons.

In carrying out this view, instruments easy to play are placed in children's hands—so easy that technical difficulties never stand in the way of successful music-making. The first step is to create rhythms—the primary foundation of all music—on such instruments of rhythm as drums, tom-toms, rattles, triangles, cymbals, and gongs. When a child "makes up" a rhythmic figure, the whole group, with the aid of the instructor, learns the rhythms and plays them together, thus gaining orchestral sense, muscular as well as musical timing, and group coordination.

The next step is to make up tunes or short melodic motives. The instructor aids by limiting the problem enough so that the choice of suitable tones to follow each other is easy to make. He also indicates various ways in which shorter tunes may be extended into a longer melody. In the case of older children, this extends to advice as to how to write down the rhythms and melodies. The children indicate their rhythmic creations on percussion instruments, and their melodies on the piano or xylophone, or by singing. In some cases older children have preferred to write down their own pieces; usually, however, the instructor does this for them. The older children also learn some simple chords.

Most of this music is made up not for the sake of the music alone—although pleasure in purely musical values is encouraged—but for use in association with other projects such as a tune for made-up verses, music to go with made-up plays and dances. There is much discussion as to which sort of music is needed for certain purposes. In the course of such discussions ideas are born concerning the meanings, the aesthetics, and the philosophies of music and the arts, as well as greater insight through creative participation.—HENRY COWELL, *composer, teacher, author.* ■

Wildlife Recreation

a National Need



Two oyster catchers poke from their shells along the South Carolina coast.



Bison at Wichita Wildlife Refuge, Oklahoma. Right: Montana whitetail.



IT WOULD be difficult to imagine our national parks and forests without their wildlife. On the national refuges, displays of wildlife reach spectacular proportions—with thousands of geese, ducks, pelicans, deer, bear, buffaloes and other animals attracting more visitors each year.

More than ninety-two million persons visited these recreational areas in 1954. Estimates of the importance of wildlife recreation have been made from time to time, some in terms of dollars and cents and others on a participation basis; but, of course, no economic yardstick can measure such values as clean fresh air and the smell of dawn.

Arthur H. Carhart reported in *Sports Afield*, in 1951, the results of a questionnaire sent to two thousand sportsmen in all walks of life. Some of his

MR. SCHEFFER is biologist for the Fish and Wildlife Service, Fort Collins, Colorado. MR. DUMONT is biologist for the Fish and Wildlife Service, U. S. Department of the Interior, and fish and wildlife consultant for the National Recreation Association's National Advisory Committee on Federal Recreation.

major conclusions are: The average sportsman in the sample group spent six hundred dollars a year on his sport. The total expenditures for hunting and fishing in the United States (estimated on the basis of twenty-three million sportsmen in 1950, spending only four hundred dollars each per year) was nine billion dollars. Hunting and fishing, "regardless of the blind spot in public news circles as to their importance" are the top sports in the national scene. The total spent on sportsmen's dogs in 1950 exceeded what the public paid at the gate to see all professional and amateur football, basketball, and hockey games, horse races and prize fights combined.

In 1955, the Fish and Wildlife Service reported that licensed hunters and sport fishermen now number about thirty-three million, and pay about eighty-five million dollars a year for licenses alone.

Wildlife recreation includes a variety of participant activities—with fishing, hunting, camping, picnicking, swimming, nature photographing and observation the most popular. For instance, in 1954 on the nine million acres of national wildlife refuges in the United States, nearly a third of the five

million visitors were fishermen. The forty million visitors on the 181 million acres of national forests during 1954 included 7,403,665 fishermen and 3,687,710 hunters. It has been said that one out of every four deer in the country is in a national forest.

In order to measure the importance of hunting and fishing in our economy the nation's first survey is now being made by Crossley S-D Surveys, Inc., under a contract with the Fish and Wildlife Service. About fifteen thousand households, some in every state, will be visited initially and, in about five thousand of these, interviews will be conducted with hunters and fishermen.

Wildlife recreation has a broad base, and concerns many groups. These are indicated in the annual *Directory of Organizations and Officials Concerned with the Protection of Wildlife and Other Natural Resources*.*

The Fish and Wildlife Service is concerned at the national level with wild animals of economic importance, with research, with management of wildlife on or near public lands and waters, and

* National Wildlife Federation, 232 Carroll Street, N. W., Washington 12, D.C. Pp. 62, \$25.

with wildlife species that cross interstate and international boundaries.

For the benefit of the recreationist, it aims to preserve in reasonable numbers those species—whether game animals or simply wild creatures of beauty and interest—that contribute to the enjoyment of man.

Wildlife resources were formerly thought of as having distinct recreational and economic values. Now it is realized that the two are synonymous. Recreation is a vital part of the economy of the free man.

Through a system of 264 national wildlife refuges, the Fish and Wildlife Service now welcomes five million visitors a year.

A federal tax on sporting goods provides funds which are allocated to the individual states for research into problems of fish and game management and restoration of fish and wildlife habitat. About fifteen million dollars are available each year. By imposing certain restrictions on the way the money shall be spent, the service helps to maintain high standards of performance.

The activities of the service in fundamental and applied research have an important, though indirect, effect on wildlife recreation. For example, in each of seventeen land-grant colleges the service has a man whose duties are to train students of wildlife and to supervise investigations of game species. About 250 students a year graduate from these colleges.

From the point of view of the outdoorsman, perhaps the most popular researches are those aimed at maintaining the wildlife habitat in as natural and as productive a state as possible. In this field biologists are finding out how to preserve those islands of living greenery and pattern which contribute so much to the landscape.

The service issues a bimonthly journal of abstracts, *Wildlife Review*, for the benefit of three thousand professional workers. The popular movie, *Seal Island*, Walt Disney's pioneer "true life adventure," was filmed in Alaska in cooperation with the service. Wildlife on many of the refuges have appeared on other Disney films.

The service acts as an attorney for wildlife in the perennial contest for use

of the rivers and valleys of America. It operates about ninety fish-cultural stations, or hatcheries, throughout the country. These provide trout and fish for the stocking of waters on federal lands and federally-sponsored water-use projects.

Facing the urban populations and recreation needs of tomorrow, administrators of wildlife should be thinking about the shape of the "wildlife recreation" pyramid. That is, they should be planning to provide not only pond-fish for the enjoyment of millions along the base of the pyramid but bighorn sheep as well for the hundreds at the peak. Only thus can administrators relieve pressures on, and preserve, the finest types of wildlife in the American heritage.

Administrators should also be thinking about the over-all size of the recreational pyramid, especially in its re-

lation to the changing needs of the human community. We tend to lose sight of the value of an activity which does not return bread and butter to its participants. It is important that we retain our perspective.

Wildlife recreation has barely been mentioned on past programs of the National Recreation Congress. Fuller consideration should be given to it in the future, as well as to related kinds of outdoor, spontaneous, wildland recreation.

Prominent in the discussions should be the place of wildlife recreation at community and state, as well as national, levels—for all wild species are originally the property of the people, and the state has primary responsibility for managing wildlife populations. Your state conservation officer is qualified to answer questions about wildlife and its place in the local recreation program. ■

*What are public parks for?
The New York park commissioner offers his answer —
both a philosophy and a program for action.*

Robert Moses



The Moses Recipe for Better Parks

WHAT are parks for? It sounds like a rhetorical question. Who indeed, in principle at least, does not want parks at a time of unprecedented population growth, youth and age problems, increasing urban congestion, rapid expansion of suburban subdivisions, disappearance of natural shorefront, shrinkage of the great outdoors, frantic pushing of car sales, soaring air travel,

and water shortages? You might as well ask who doesn't want lungs and fresh air to fill them.

At a hearing before Governor Smith on appropriating, for public park purposes, a private shooting preserve some fifty miles out on Long Island, a club member asked the governor plaintively, "Where can a millionaire go?" That was thirty years ago. The millionaires

have to go still farther now to escape the crowd which is beating at the gates of the one- and two-acre estates and over-running the modest split levels of the new middle-income patricians.

Recreation today is big business. Public recreation occupies a larger and larger slice of the budget pie—of all budget pies, federal, state, municipal. American municipalities, including counties, towns, cities and villages, with few exceptions, have always had inadequate parks and playgrounds. Today when they are bursting their seams we wake up to discover the appalling bill which must be paid to make up for past smugness, stupidity, neglect, selfishness.

Statistics in this field are highly misleading. Acreage is not the measure. A municipality may have a large percentage of so-called green belts and big parks, but these may be in the wrong places or not where they are most need-

the suburbs, and the national government must increasingly save and maintain historical and natural marvels.

We must pay more attention to the several age groups and to passive, as distinguished from active, recreation. Older people must be allowed to relax and read without getting hit on the head by baseballs or jarred out of their wits by Comanche Indians and Hop-along Cassidys, not to speak of gangs of young thugs requiring firm police control. Museums which go with parks must be rebuilt, revived, expanded and made accessible, attractive and fascinating to hitherto ungussed numbers. Our zoos must be multiplied. Art in parks has been not so much neglected as exploited by dubious talent. We require game refuges in cities as well as in the open country. We need large forest reserves not only to protect our climate and watersheds, but for camping by families who must have at least a rudimentary shelter and cannot live in tents, lean-tos and shacks open to the elements. We need more parkways leading to the open spaces—parkways which are in effect ribbon parks with occasional attractive stopping places on their borders—and expressways open to mixed traffic and built to something like parkway standards.

Now who can possibly be against such a program which is so logical, so indispensable, so popular, so undeniable in principle? I'll tell you.

Everybody with an axe of his own to grind. Every selfish vested interest. Politicians who endorse the program but don't like its application. Special groups and interests for this, but against that. Taxpayers' organizations which welcome progress if it doesn't cost anything. Real estate boards which concede that parks raise surrounding values generally but not at this particular location. Pessimists who say too little and too late.

Why go on? It remains a fact that no major park acquisition is accomplished except over the dead bodies of obstructionists. Everybody is with you up to the showdown. Nobody will admit indifference to posterity. The angels of light are no doubt in the very long run in the majority, but it's hell to get them organized and keep them lined up.

I do not despair of providing parks to keep pace with the population, in spite of our mistakes and deficiencies. The cost will be burdensome, but there will be more people to pay the bills. We shall have to adopt new and radical devices in the interest of posterity.

There must be some millionaires in the suburbs who will cooperate if not dedicate on reasonable terms. There must be some who don't have subdivision plans tucked away in the safe deposit box showing how Junior can cash in when the old man dies. There must be nearby clubs where the members realize that the tax collector is upon them, places where the neighbor's children are flushing the pheasants and killing the tame ducks with bean shooters. And finally there is, praises be, that last most drastic weapon of the people where a great public purpose can be served in no other way, the power of eminent domain.

As a long-time park man, all I ask is steadier and more reliable support from those who are vocal enough about principles but short on help where it is needed.

I think I can truthfully say that no opportunity to rescue or to create a spot of green in the midst of steel, brick or concrete has been neglected in the New York City park program in the last two decades. The theorists and the perfectionists, of course, say that there has been no comprehensive plan and that ours has been a spotty program. We have indeed taken what we could get in the face of enormous difficulties. We are even leaving to posterity vestiges of the green belts which appear to the dreamers in their verdant visions. What other city has done as much in the same time?

Prosperity without prudent control, physical growth without regulation in the common interest, movement without plan or purpose, pursuit of happiness with no common objective, prolongation of life without cultivation of leisure, this is not civilization. Parks are the outward visible symbols of democracy. That in my book is what they are for. ■

Condensed, and reprinted with permission, from an article appearing in the *New York Times Magazine*, January 8, 1956.



Scene in Central Park—"What the poor cannot get individually, they must share in common . . . parks are no . . . luxury."

ed. It may have parks but inadequate neighborhood playgrounds.

Today, sound planning demands both play areas and small parks with facilities for all groups in or near housing subdivisions and slum clearance projects, and athletic fields at new schools shared by the education and park authorities. There must be not only municipal recreation near home, but state recreation on an ever larger scale in



The terrace and delightful view of the lake from the dining lodge in popular Lake Hope State Park, Zaleski.

With increasing leisure time the citizens of Ohio are becoming park-minded. Park and recreation facilities in that state are provided by various levels of government ranging from village parks and forests to national monuments. Throughout, there is the basic objective to provide open spaces and facilities for rest and relaxation. Size of these may vary, but each has a relationship to the other in fulfilling the individual needs of the visitor.

With millions following the lure of the out-of-doors, recreation in all its facets is now an important part of our economic and social pattern. In this quest for refreshment of strength, both physical and mental, the following factors will influence the individual in his choice of activity:

1. The distance he will have to travel to avail himself of facilities. It is a proven fact that areas which are close to the family home, with suitable facilities for family use, are the most attractive. When reaching such areas involves travel on crowded highways, there is an inborn reluctance to set forth on an extended trip for a few hours in the open.

2. When an extended stay is contemplated, overnight

Ohio's roadside parks such as this served 12,250,000 visitors last year. They average one and a half to two acres, are included in the highway construction.



What of Parks

The fine park system in this state is a noted one. Have you ever stopped at an Ohio roadside unit? Try it sometime!

facilities are a must, in the form of vacation cabins or the increasingly popular camping site. There is an insatiable demand for the latter. In Ohio last year participation in this type of camping doubled.

Village and city parks must receive consideration in the planning and development of facilities at all levels. City parks take the initial impact by reason of their easy and quick accessibility. They are primarily for day-use activities. County or metropolitan parks, at the next level, serve this same need with a larger acreage, similar facilities; and they may permit limited overnight use. They serve as buffers and absorb a portion of the load between city and state areas, just as state areas absorb some of the load before it reaches the national parks. State and national parks have similar facilities, greater acreage and, in most instances, overnight accommodations. All park areas, regardless of location, usually provide sanitary facilities, an approved water supply, roads, and parking areas. Other conveniences or activities may be included, as dictated by need or the responsible administering body. No attempt has been made to include, in this article, a discussion of our park areas below the county level.

From July 1, 1954 through June 30, 1955 there were 48,225,000 visitations made to Ohio's public outdoor areas, which provide a total of 352,311 acres of land and water for the visitors' enjoyment. This vast acreage includes six metropolitan park districts, two watershed conservancy districts, and three departments of state government. All of these agencies were created and are operated in accordance with the statutes of Ohio. From a national point of view, the least common are the watershed conservancy districts. The law authorizing the creation of such districts was enacted in 1914, as an outgrowth of the disastrous Dayton flood a year earlier. It was substantially amended about twenty years ago to broaden the scope of the districts' activities.

in Ohio?

V. W. Flickinger



In the development of a beach along the shore of Lake Hope, state provides summer recreation for Ohioans.

The Muskingum District (55,826 acres), with headquarters at New Philadelphia, has done such an excellent job of planning and developing recreation facilities at a number of its impounded lakes, that the Ohio Division of Parks does not plan to develop additional parks in that part of the state unless required to do so by legislative mandate.

For the convenience of out-of-state visitors and for Ohioans as well, while traveling through the state, there are 227 roadside parks or roadside rest stops operated by the Ohio Department of Highways. These are fairly well distributed over the state and are concentrated on major highways with at least one roadside park in all except one of Ohio's eighty-eight counties.

These roadside units, in addition to contributing substantially to safety, have added to Ohio's reputation for fine parks. Once considered as something to enjoy on a highway, they are no longer considered a luxury, but a necessity, for the modern motorist. Provision is made for their construction in highway construction contracts, and as part of the highway. Deceleration or acceleration lanes are added for safety in entering or leaving the rest stop.

While caring for the needs of Ohioans and their visitors, historical interests have not been neglected. The state historical society is the guardian of Ohio's fifty-six historical landmarks, including a recently acquired river tugboat.

The largest single landed agency holding public domain in trust for the people is the Ohio Department of Natural Resources. This is composed of seven divisions, three of which administer lands and related activity.

The wildlife division has acquired and is presently developing 33,900 acres of land and water for hunting and fishing, financed principally by hunting and fishing license

funds. The forestry division administers over 145,900 acres of land with the primary function of timber management—but limited recreation, such as fishing, hunting, nature study, and hiking, is permitted on its holdings. The parks division, with its 82,500 acres of land and water, has the responsibility for providing public recreation facilities.

State park systems are usually made up of areas of scenic, scientific, historical, archaeological or recreational significance of state-wide importance. Each area should possess unique or high quality of interest. Each system should:

1. Conserve outstanding examples of the state's natural and cultural resources for the inspiration and benefit of the public.
2. Provide non-urban recreation opportunities, for the state's citizens and visitors, which are normally beyond the responsibility of the state's political subdivisions.

Evidence that Ohio's state park system is serving in this capacity is substantiated by a 10,600,000-visitor count during the year under review. Additional thousands were turned away for lack of facilities to accommodate them.

By birthday reckoning, the Ohio parks division is one of the infants in the state park field, having celebrated its sixth birthday August 11, 1955. Factually, it had its beginning in 1824 with the initial acquisition of lands for the Ohio and the Miami-and-Erie Canal systems. These lands, purchased for the purpose of impounding water for canal lock operations, are now state lakes in the present system.

Throughout the years until 1949, state parks in Ohio were so-called stepchildren of various departments of the state government. The responsibility for park acquisition, development, and maintenance was with the conservation and natural resources division of the department of agriculture experiment station (since transferred to the department of natural resources) and the department of public works (state lakes and canals). As may be surmised, each of the above agencies did not have as its major objective the de-

MR. FLICKINGER is chief of the division of parks of the Ohio Department of Natural Resources, and a member of the NRA National Advisory Committee on State Recreation.



Overnight accommodations are available in most state parks. All parks provide sanitary facilities and water.

velopment of state parks. However, credit is due them for their foresight in acquisition and preservation of many natural and historic features which have since been incorporated in the present state park system.

Finally, in 1949, the general assembly created a new department of natural resources with two new divisions—as the result of years of effort on the part of far-sighted citizens interested in the conservation of the state's natural resources. These were the parks division and the lands and soils division. The remaining five divisions were transferred from other state departments.

In creating the parks division, the legislature charged it with a definite responsibility, giving it the "right, power, and duty to create, supervise, operate, protect, and maintain a system of state parks, and to promote the use thereof by the public. Within thirty days after effective date of the act, all state properties, the major function of which is park in nature, are to be so classified and transferred to the Division, except roadside parks of the Department of Highways, and lands of the Historical Society."

The first step was a personal survey to determine liabilities and assets, after which an organization plan was designed and placed in operation. Personnel to staff the division was obtained by transfer from other agencies and employed on the basis of professional qualifications and experience; areas were personally field checked to determine which should be accepted or rejected and were classified; maintenance operations were continued; plans and program were outlined; and the division launched a program of action.

For many years, there has been a lack of a uniformly accepted classification of state park areas, since some states use and apply the term "state park" to all areas regardless of character, use, custom, size, and statutory provisions. Ohio has adopted and is following classifications recommended by the National Conference on State Parks with

minor modification to fit its own particular situation.* On this basis Ohio has, as of January 1, 1956, the following state park areas:

- 17 state parks
- 2 state beach parks (Lake Erie)
- 5 state lakes (former canal feeders)
- 9 state reserves—recreation
- 10 state reserves—lake (water area predominating)
- 2 reservoir lakes (operated under license from U. S. Army Engineers)
- 1 canalway (ten-mile section of Miami Erie Canal)
- 4 waysides

Since its beginning, the division's program has been based on legislative appropriations for maintenance, operation, and capital improvements, such funds being specifically appropriated to the parks division. A recent act of the general assembly created a state park rotary fund which now permits the return of monies derived from park operations directly to the division, which may expend them in the furtherance of its program, subject to the regular procedure governing all state expenditures.

Progress has been continuous with the division since its inception. Its first appropriation for operation and maintenance was less than \$140,000. Recognizing the increased volume of public use and rising maintenance costs, the general assembly at its most recent session voted the division almost \$660,000 for such use. To this will be added the money accruing to the division's rotary fund.

For capital improvements the assembly has allotted the division approximately \$1,500,000 for each of the past six years. Such investments are reflected in: improved roads; parking areas; additional needed lands; new recreational lakes; picnic areas; overnight facilities, including both cabins and camping areas; new beaches and facilities; additional wells and toilets; a continuing program of dredging in the old canal reservoir lakes; and similar projects.

In 1952, the division submitted to the general assembly a ten-year program which envisioned the spending of \$26,000,000 for the development of Ohio's state park system. In 1957, after five years of substantial accomplishment, it is planned to submit a revised long-range program, necessitated by the constantly changing value of the dollar. Master plans have been prepared for the areas involved, with detailed plans to be prepared when the funds are assured.

Although the use of leisure time is a matter of personal choice, its wise use benefits the economic and social structure. Conditions brought about by present-day living, plus industry's recognition of the need for recreation, are affecting the use of existing facilities, as well as influencing the acquisition and development of new areas. Availability of adequate recreation facilities can be an important factor in securing new industry for a community or state.

Ohio, therefore, is planning and building an integrated recreation system at all levels to present the opportunity for such use. ■

* See *Suggested Criteria for Evaluating Areas Proposed for Inclusion in State Park System*, published by the NCSP, 901 Union Trust Building, Washington 25, D.C.

THE MEETING

A new member of the recreation club for the handicapped tells, in his own words, the story of attending his first meeting.

Ralph Spange

As I haven't many close friends, I was surprised one day when I picked up the telephone and heard the voice of a strange woman asking for me. There was to be a meeting on Thursday evening for handicapped adults—with entertainment and refreshments—and she invited me to come.

I am "handicapped," with a bad right arm and a game right leg. That was the reason that I usually did not like to go any place where I would meet strangers. They generally gush all over a guy . . . a little sympathy goes a long way with me, and too much of it makes me self-conscious.

After giving the invitation a little thought, I dialed the woman's number and accepted. She told me that I would not have to ride in the bus, because she and the other women who were responsible for the party used their own cars to transport guests to and from the meeting place. Very nice, what?

On the night of the meeting, sure enough, she called for me, and introduced another occupant in the car—a young woman—a pretty little thing, with golden-brown hair and eyes that seemed to look right through and beyond you. I tried to start a conversation with her but she did not seem to want to talk.

After driving three or four miles to the community building, we went into a large room. Some of the handicapped were able to enter under their own power, while others walked with canes or crutches. Then some men entered

carrying folded-up wheelchairs, while others carried their occupants. People attended that meeting in wheelchairs!

I thought, "What a wonderful thing the ladies of this community are doing, to go to all this trouble and expense to bring joy and happiness into the lives of handicapped people!" I saw reflected in their faces all the kindness and goodness that it takes to make an angel.

An air of congeniality hung over the hall, and there seemed to be only joy and gladness written in the countenances of these handicapped people.

They all were neatly dressed. The women had their hair styled in the latest fashion, and the men in slacks and sportshirts looked as good as any Beau Brummel. It proved that even though handicapped, they still knew how to make themselves attractive. All in all, they were just like other people who are out for a good time.

They talked among themselves, and I joined in the conversation as if I had known them all my life. Never a word was said about afflictions. That subject did not seem to have any place in the talk of these handicapped people. They had the same interests as anyone else.

When old acquaintances had been renewed and new people welcomed, the entertainment got under way. The music was furnished by a four-piece "hill-billy" orchestra.

The boy who strummed the bass viol was quite a character. He kept swinging his instrument over and around his head; then he would rest it on the platform and hop over it from one side to the other, playing it all the while.

Then there was a man among the guests whose hobby was clay modeling. No matter where this man went, he took his clay with him, and he gave a wad of it to each and every person he met in

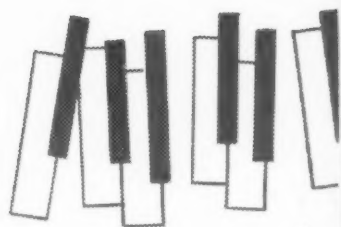
the hall, handicapped or not. Each receiving an allotment was supposed to knead it with his hands, if he was able (the man never stopped to ask), until it began to resemble an ashtray. The only trouble was that the orchestra music was so loud that it conflicted with the clay-modeler's voice and you couldn't hear what the man was saying. The result was a badly mixed-up crowd of people. But to give credit where it is deserved, the clay-modeling man tried very hard to show everybody a good time; and, as it was, some of the group turned out very nice looking ashtrays after all.

When the clay had been cleared away and everyone had wiped his hands, someone suggested a square dance. When the orchestra started to play, the people in wheelchairs rolled out to the center of the floor. A caller began to sing out to the tune of *Turkey in the Straw* and the dance was on! Of course, they didn't have the rhythm and style of a regular dance, but I wouldn't be afraid to bet even money that if the participants had practiced enough they could have been almost perfect. The rest of the people in the hall were getting a big kick out of watching that wheelchair dance. It wasn't the dance so much as the spirit the dancers put into it and the fun they were getting out of it. They were having a fine time and they hated to quit. But soon the orchestra was playing *Home, Sweet Home* and we knew it was time to leave.

There was considerable handshaking as the handicapped people said, "So-long!" to one another. I said good-bye to the girl with the faraway look in her eyes, then climbed into the auto. The driver blew his horn as if to say, "Good-night, all," and I was driving away from my first meeting. ■

MR. SPANGE is a member of the club for the handicapped sponsored by the Playground and Recreation Association of Wyoming Valley, Wilkes-Barre, Pennsylvania.

The World's Largest Piano Class



Every week is music week in Houston, Texas. It would seem that nearly everyone in area is taking piano lessons by television. Read about it in this fascinating story.

AT THE University of Houston, Texas, there is a professor of music education who, through many years experience in the field of music and education, became acutely aware of the fact that there is an instinctive reaching out on the part of millions of Americans who love music but are uncertain as to how to approach it. With this awareness came action. The result is the largest piano class in the world.

Professor George Stout, formerly supervisor of public schools at Baton Rouge, Louisiana, is now at the university which has the distinction of being the first to put an educational television station in operation: Station KUHT, with classes in many fields which offer college credit.

A pioneer in group instruction and classroom piano, Professor Stout makes a slight difference in terms by defining keyboard experience classes as groups, large or small, working together from simple rote in all keys, gradually adding a little harmony or chording, progressing to note reading of easy arrangements of folksongs, classics, Christmas carols, current popular hits, symphonic themes, opera melodies, and cowboy songs.

Class piano lessons, or group instruction used by thousands of private teachers, often in conjunction with one private lesson a week, closely follow the same procedure. Professor Stout's pupils are limitless in number and, with

the exception of three or four students with whom he works in his TV studio during the broadcast, they are in the little red light above the studio camera.

Recently, while attending Professor Stout's first piano-TV workshop and taking part both as pupil and teacher, I felt the impact of the possibility of America becoming a nation of amateur musismakers. When this happens there will be a shortage of private teachers and concert artists, because the demand for both will increase several hundred per cent.

Is this the music teacher's Utopian dream? Not at all. It is the solution to the yen of ninety per cent of our people to learn to "play the piano a little for my own pleasure."

The TV lessons were originally scheduled for the classroom teacher who often finds herself handicapped by her inability to play a tune or chord a melody in any key.

Employing methods and music used by the elementary classroom teacher, songs from state adopted textbooks were played and sung in the TV classes, and simple chord accompaniments were added. This provided the classroom teachers with a vital tool for conducting their public school music programs.

The TV piano class rapidly grew out of its embryonic stage into the lives of persons in every field of endeavor and age group. The prime purpose now is learning to play the piano mostly for fun.

A Houston surgeon had a piano moved into his office so, when detained for late appointments, he wouldn't miss

his lesson. Many housewives who "studied piano a little but never did learn to play" have enrolled, as have clerks, stenographers, professors, and teenagers.

College credit is given, although most of those enrolled are taking lessons for their own enjoyment. Those working for credit attend campus classes every two weeks where they are given personal instruction, their progress checked and faults corrected. Those persons who enroll for the home-study courses come to the campus once a month to show their progress and receive personal instruction.

It was through these campus sessions that Professor Stout discovered the calibre of his students. Take the Kriegle family as one of many examples. Mr. Carl P. Kriegle is a tool-and-die maker who loved music but didn't know one note from the other on a piano. He and his daughter Jeanette, aged seven, started their lessons together. Their progress was so wonderful that the two sons and Mrs. Kriegle joined in. Mr. Kriegle performed for our workshop, not only playing arrangements from several books but playing also a melody of his own. Jeanette, whom it was my privilege to teach on a TV closed-circuit demonstration, is now studying with a private teacher and is an outstanding student.

It is estimated that between three and four thousand persons in the area are learning to have a lot of fun with their hitherto silent keyboards, or their newly purchased pianos, as the genial, beloved professor says, "Good evening,

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Esther Rennick

boys and girls, mother and dad, Uncle Joe, and grandmother. Let's gather around the piano; we're going to learn some new songs."

The spirit of co-operation in this project is amazing. The music stores are open for the sessions and any one may go inside, seat himself at a piano in full view of a large TV screen, and take his piano lesson.

The musical scenery back of these lessons is unique in its own right. The three-octave electric keyboard in the background, operated by a smaller keyboard on the table below, lights the keys to demonstrate the location of single tones, as well as formation of chords, scales, or any combination needed to clarify instruction in rote playing or note reading.

Another keyboard sits on a high table and gives out bell-like tones when Professor Stout accompanies his studio pupils with a melody as they learn their chords. As the studio pupils play, they make the same kind of mistakes, presumably, that the students at home are making. This gives him an opportunity to clarify, correct, and repeat as he goes along with his instructions, thus giving equal opportunity to those who may not catch on as rapidly as the more musical or apt pupil.

Professor Stout has proven that music at any level can be taught efficiently and effectively in groups. The rapid growth of piano classwork and keyboard experience classes is a testament to its value; yet, he often runs into perfectionists who believe that music lessons are for the gifted, and that only



Professor George Stout conducts a demonstration with his studio class at the University of Houston. His enthusiasm is contagious, his classes fun.

the "classics" should be taught.

Professor Stout said, "When I was a youngster my teacher said, 'You must do something with your music.' Today the wide-awake, progressive teacher says, 'Your music must do something for you.' No longer does the understanding teacher frown through Billy's lesson because he has no talent for music. She knows that music is an integral part of normal living."

Billy needs keyboard experience with no thought of becoming a second Horowitz, just as he needs to play baseball with no idea of becoming a pitcher for the Brooklyn Dodgers. Because of his keyboard experience, Billy will eventually play the piano in his own fashion, buy tickets to concerts and listen to music as a leisure-time activity, just as he will attend ball games and root for his home team.

Professor Stout is like the famous minister who became noted for converting every person he met during his extensive traveling. On a recent trip to Venezuela where Professor Stout was invited to set up a TV program of piano class lessons on a commercial station in Caracas, he carried along his three-octave keyboard and gave the stewardess lessons going over and returning, just as he does when he travels on train, ship, or plane to national meetings of music educators and teachers. He gives free lessons by the wayside to all who will listen, just to show how easy it is to learn and how much enjoyment there

is to be had from making one's own music.

His enthusiasm is more contagious than measles, and lasts much longer, because it has an enduring quality. It has touched the lives of many persons, who sense the vibrant quality of his love for music and his even greater love of sharing it with everyone, and they are spurred to great and still greater efforts to learn to play the piano.

A great number of Professor Stout's TV piano class members became so interested that they have started taking private lessons in their own neighborhoods. "They look for teachers," said Professor Stout, "who will continue their class or group instruction because in such groups they lose their timidity and learn a great deal from other members of the class."

The head of a Houston family may be tired from the pressure of a workday and Mother may be weary from the demands of a busy household, but when the cheerful voice and smiling face of Professor Stout comes into the living room, the atmosphere clears as the family gathers around the piano. "Music," says Alice Lee Humphreys,* "should be scattered abroad and gathered up in some way by every creature." Out Texas way, Professor George Stout is scattering music abroad and it is being gathered up by thousands of people. ■

* *Heaven in My Hand*, Alice Lee Humphreys. John Knox Press, 8 North Sixth Street, Richmond 9, Virginia. 1950. \$2.50.

International Advisory Committee for the International Recreation Congress

WITH FORMER President of the United States Herbert Hoover as honorary chairman, an outstanding International Advisory Committee is being formed for the International Recreation Congress which will meet in Philadelphia on September 30 - October 5. Distinguished leaders in government, industry, and in youth and recreation movements of fifteen countries have already accepted membership on the committee. Mr. Hoover served as honorary president at the First International Recreation Congress in 1932 at Los Angeles.

Members Who Have Accepted

BRAZIL—Mrs. Ethel Bauzer Madeiros
CEYLON—W. J. A. van Langenberg
EGYPT—His Excellency Staff Major Kamal El-Din Hussein



Herbert Hoover

ENGLAND—The Right Honorable The Lord Luke of Pavenham
FRANCE—Raymond Cortat, Director of the Bureau of Education and Director General of Youth and Sports*
GERMANY—Dr. H. C. Georg von Opel
INDIA—G. D. Sondhi
IRAN—Abolfazl Sadry, General Direc-

tor of Iranian Physical Education Department, Ministry of Education*
IRAQ—His Excellency Arkan Abadi
ISRAEL—Norman Lourie, Chairman, Israel Playing Fields Association*
ITALY—Dr. Guido Vianello, National Commissioner, National Association for the Welfare of Workers*
JAPAN—Soichi Saito
NORWAY—Rolf Hofmo
THE PHILIPPINES—General Carlos P. Romulo
SWEDEN—Sven Salen
VENEZUELA—Lieutenant Colonel Frank Risquez, National Sports Institute*
Other countries will be represented on the committee. Invitations have been extended to leaders in Australia, Belgium, Canada, Colombia, Denmark, Pakistan, Syria, and Uruguay.



Kamal El-Din Hussein



Georg von Opel



G. D. Sondhi

MRS. ETHEL BAUZER MADEIROS has been working in the field of recreation for the last ten years. She is in charge of the preparation of a manual on recreation for the elementary school teacher which will be printed and distributed by the Government of Brazil. She is a graduate of the University of Brazil and received her M.A. from Northwestern University in the United States. At present she is technical advisor for the Ministry of Education and Culture and is in charge of extension courses and post-graduate lectures in Rio de Janeiro.

W. J. A. VAN LANGENBERG is a member of the committee recently appointed by the Prime Minister of Ceylon to report on the encouragement of sport and recreation in that

country. He is a graduate of the University of London and a member of the Order of the British Empire. He has always been interested in sports and has held many executive offices in sports organizations. He is permanent secretary to the Ministry of Posts and Broadcasting in Ceylon.

HIS EXCELLENCY STAFF MAJOR KAMAL EL-DIN HUSSEIN is Minister of Education in Egypt, head of the Supreme Council for Youth Service, and member of the Permanent Council for Public Welfare Services. He is a graduate of the Military College and of the Staff College where he served as a lecturer. He is one of the outstanding young leaders in the new government of Egypt.

THE RIGHT HONORABLE THE LORD LUKE OF PAVENHAM is one of the leading industrialists of England, and his list of directorships is long. He was educated at Eton and Trinity

* Biographical information on these and additional committee members will appear in the June and September issues.



Rolf Hofmo



Soichi Saito



Lord Luke



Carlos Romulo

College, received his M.A. from Cambridge. He is a member of the County Council of Bedfordshire, president of the London Chamber of Commerce, and served on the Area Committee of the British Broadcasting Company. He is also vice-president of the National Federation of Young Farmers Clubs, Eastern Area, and chairman of the National Playing Fields Association of England.

DR. H. C. GEORG VON OPEL is another prominent industrialist, from Germany, the owner of several dealerships for the Opel—popular German automobile first manufactured by Dr. Opel's grandfather—and other industrial undertakings. President of the German Olympic Society and chairman of several sports associations, he was active in rowing and won one American and seven German championships between 1928 and 1953.

G. D. SONDHI is the only member of this committee who served also on the committee for the 1932 Congress. Following his education at Punjab University, he won honors in history and economics at Trinity College, Cambridge. He has had a distinguished career in education in India; and, among his many activities in sports and recreation, he organized the Olympic movement, founded the open-air theatre movement, and has served as an executive officer in numerous sports and cultural organizations. He is honorary life president of the Amateur Athletic Federation of India; and he served as honorary advisor on youth welfare to the Indian Ministry of Education from 1953 until his retirement in January 1956.

HIS EXCELLENCY ARKAN ABADI, Member of Parliament in Iraq since 1947, also did graduate work at Cambridge. He has served as vice-president of the Chamber of Deputies, and in two cabinets, first as Minister without Portfolio and later as Minister of Social Affairs. During the devastating floods of Baghdad in 1954, he served as chairman of the committee whose work saved the city and managed the flood relief program afterward. At present he is chairman of the Society for Combating Vagrancy and of the Commission on National Economy. He is especially aware of the importance of recreation for children, youth, and adults at this critical time in Iraq's history.

SOICHI SAITO attended the International Recreation Congress in 1932, and for many years, until just recently, was president of the National Recreation Association of Japan.

He has headed the national YMCA movement in Japan since 1953. As head of the Repatriation Bureau, with a staff of twenty thousand, he brought back to Japan more than six million repatriates and helped more than a million foreign nationals to return to their respective countries after the war. He also helped rebuild the National Recreation Association in Japan, which he now serves as international advisor.

ROLF HOFMO has been head of the Norwegian State Office for Sport and Youth Work since it was established in 1946. His work has been of great importance in planning and building sport fields and recreation centers throughout his country. On numerous occasions he has been a member of governmental committees working out reports concerning sports and youth problems. He has been chairman of the Committee for Sport since 1934, one of the founders of the Council for Open Areas Surrounding Oslo in 1936 and chairman since 1939. He was chairman of the Construction Committee for the Olympic Games at Oslo in 1952, and has a similar responsibility for the proposed Norwegian University for Sports.

GENERAL CARLOS P. ROMULO is widely known throughout the United States for his service as Ambassador from the Philippines, as one of the leaders in the United Nations, and for his military service in World War II on the staff of General MacArthur. General Romulo has achieved distinctions in many fields. In 1942 he won the Pulitzer Prize in Journalism. He is the author of six books, most recent of which is *Crusade in Asia*. For his tireless efforts for peace he has received many awards and was nominated for the Nobel Peace Prize in 1951 and 1953. For his military service he has been decorated by his own country, by the United States, and by many other countries.

SVEN SALEN visits the United States frequently, both for business and for recreation. In 1927 he won the gold medal in a sailing competition in Oyster Bay, Long Island. He is still active in the sport of sailing—a sport that comes naturally to the owner of many shipping lines—and has added sailing on ice to his interests and skills. He is chairman of the Swedish Shipowners Association, and chairman of the Swedish Merchant Marine Welfare Committee, and chairman of the Modomsdo Mining and Steel Company. He is also chairman and president of the Swedish Ski and Outdoor Sports Society. ■



Suggestions are invited from staff, parents, patrons.

NATURE OF THE PROBLEM: Some recreation equipment or play supply item needs improvement—perhaps an entirely new article must be “invented” to serve a recreation need, or a choice needs to be made from among several manufactured products to be used in the park or on the playground. Does the procedure, or mechanics, exist within your department to solve problems of this type?

Recreation Equipment Improvement Committee

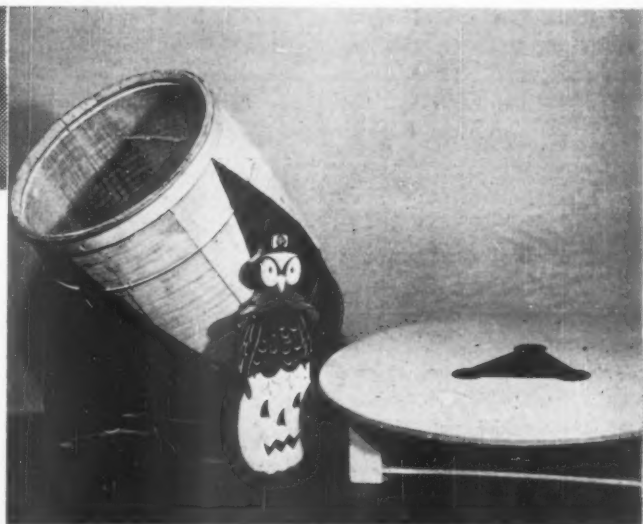
To meet problems of this nature, William Frederickson, Jr., superintendent of recreation for the Los Angeles Department of Recreation and Parks, conceived the idea of forming a recreation equipment improvement committee. It is the function of this committee to analyze, survey, conduct research, develop, report and recommend ideas or items which contribute to the solution of the problems mentioned above. This group was formed in 1951 and has done a very valuable job to date.

Any recreation and park department, large or small, can form such a committee. In a small department, it may consist of only two or three persons; in a large one, as many as twelve can function effectively. The Los Angeles Recreation Equipment Improvement Committee has drawn members from the planning, maintenance, professional crafts (electrical, carpenter, machinist), recreation leadership, and engineering sections. This group meets approximately every six weeks to consider suggestions which may have come from many sources. Recreation leaders, supervisors, maintenance and construction employees, administrative staff, parents and patrons, are invited to send suggestions or to get in touch with any member of the committee directly.

MR. ORSATTI is recreation supervisor and MR. MADEIRA is personnel officer for the Los Angeles City Recreation and Park Department.

Recreation

An experimental equipment center and a position, as established by the Los Angeles Department, present interesting implications drawn up for civil service examiners,



Many Halloween carnival games have been developed.

How the Committee Operates

Let us see how this group works by considering a specific problem and following the various steps involved.

Problem: To develop a table tennis clamp or bracket which would stand up under the extreme wear given it at public playgrounds and parks.

1. The committee analyzed the weaknesses of the brackets in use and decided to seek one which: (a) had an adjustable net-post; (b) was heavily constructed so it would withstand abuse; (c) had a large-diameter screw which passed through at least one-quarter-inch of metal so threads would not strip (a common fault); and (d) was quickly and easily placed into and removed from position so that it could be checked in and out.

2. Ordinarily, the next step would be to survey the commercial field for such a bracket; but this was unnecessary since, over the years, just about every bracket made had been tried, and literature and information on existing designs were known.

3. From the discussion and analysis it was determined that the development of the model could best be done by a committee member. (The assignment might have gone to one of the shop divisions such as paint, cabinet, electrical, or

Equipment Development

new specialized staff
recreation and Park
ns. New duties, as
re presented here.

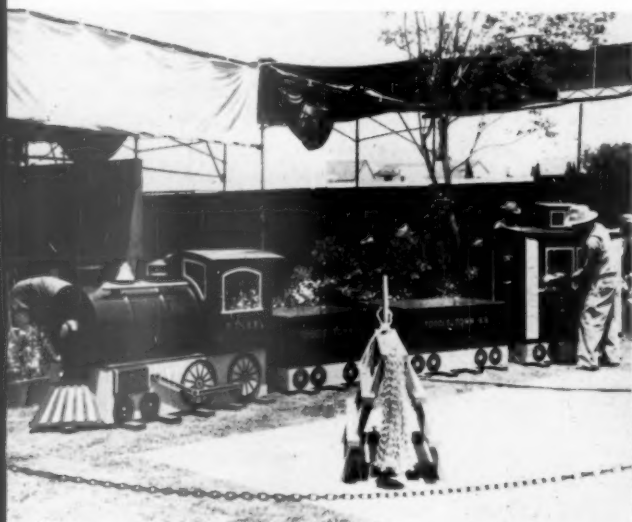
Louis Orsatti and John P. Madeira

machine. In a small recreation and park department, which has no skilled craftsmen, tools, or shops, it might be done by interesting a private concern in the development.)

4. Upon completion of the prototype, it was brought back to the committee which finally prepared a report and recommendations for action.

Solution: In this case the department made its own pattern, had metal molds made from it, and had the brackets made at a foundry.

The procedure outlined above has worked out quite successfully. To review:



The Toddle Town Railroad constructed at the center.

1. Recognize the problem.
2. Analyze the weaknesses and determine the desired features.
3. Develop a working model and test under field conditions wherever practicable. Usually the necessary research is also done at this stage.
4. Report back to the committee and prepare recommendations.

Among Other Projects

The following projects are some that have been worked out successfully by the Los Angeles committee:

1. Bumper mat to be used to absorb impact of basketball players. This mat has a plastic filler of one-inch-thick polyvinyl chloride, canvas covered. It weighs one-third as much as conventional hair-filled mats, is much safer to use, and may be washed as the filler is waterproof.

2. Numerous new Halloween carnival games; also, a high striker which can be easily transported and assembled and has proven extremely popular with teen-age boys.

3. Aluminum carrom-board pockets. These multiply the life of carrom boards at least six times.

4. Plastic coating for handles of flying rings (Roman Rings). This coating—which, especially outdoors, is less expensive and is superior to leather—was developed in cooperation with a plastics company.

5. Safety lifeguard-boat cushions. These are made with a foam-type plastic filler and have at least eight times the buoyancy of kapok. They are used as pillows on boats operated by the department and also serve as life buoys in case the boat capsizes.

6. Folding table-tennis tables. They are made in two sections with a simple, sturdy sliding strap for folding the steel tubular legs.



Work once scattered is now part of a full-time job.

Specialized Jobs Established

The work of this committee has pointed up the need for a specialized job classification. Accordingly, two positions have been created and filled by persons who are titled "recreation equipment developers." Now, whenever the committee decides to proceed with development work, the project is turned over to one of these developers, channeled through the supervisor who is responsible for his work. To our knowledge, this is the first time a department of recreation and parks has formally set up a class of employment and provided the specialized experimental equipment center to do this type of work.

Job Classification and Examination Procedures

Since all full-time positions in this department are subject to civil service procedures, duty statements covering the two positions were submitted to the civil service department for classification. In brief, they included the following:

Duties. To develop ideas for new or for the improvement of existing recreation equipment and facilities: design, fabricate, assemble, and test working models; initiate ideas for the construction of a wide variety of recreation equipment, facilities, tools, exhibits, displays, building and grounds maintenance aids, and publicity projects; conduct research; prepare routine designs and drawings; build patterns and molds; construct displays involving carving, casting figures, and painting; wire displays and exhibits for electric motor operation.

Scope of the Examination. A good knowledge of: the characteristics of a wide variety of materials, including wood, metal, plastics, synthetics and rubber; and the operation, together with skill in the use, of a variety of wood-working and metalworking power and hand tools commonly found in a shop. A general knowledge of: art work as it pertains to displays and back drops; and pattern and mold making. Some knowledge of the fundamentals of electricity. Skill in carving wood by either hand or power tools. Ability to prepare and work from rough sketches and drawings.

Minimum Requirements for Admission to the Examination. Graduation from high school, plus three years of experience in model making, display construction work, or the development of recreation equipment and facilities.

Instructions to Candidates. Implement the following project—for use on the various playgrounds throughout the city—to develop football skills and to increase the interest in football of children between the ages of eight to fourteen years.

1. Prepare sketches and rough plans for the construction of a life-size figure to serve as a target in the exercise of football passing skills. It is contemplated that it will be moved from playground to playground as desired.

The target figure:

—Should be realistic and represent a football player in position and about to receive a forward pass.

—Should include a circle of outstretched arms or in some way provide a target at which the football may be thrown.

—Should be so constructed that hits and misses will be readily apparent, without any need for interpretation.

—Should not be too difficult to hit, but difficult enough to require some skill.

—Should be readily portable and capable of being set up easily by a director and an assistant in a minimum length of time, using a minimum number of tools.

—Should be sturdy enough to withstand rough handling and remaining outdoors overnight.

—Should be stable and remain upright while being hit by footballs from any angle.

2. You will be given one-half hour to plan how you would construct this figure. Make a rough sketch of your idea showing details of operation, construction, assembly on the playground, and list the various materials required and how they would be used.

3. Be prepared to discuss the details of your plan with the rating board.

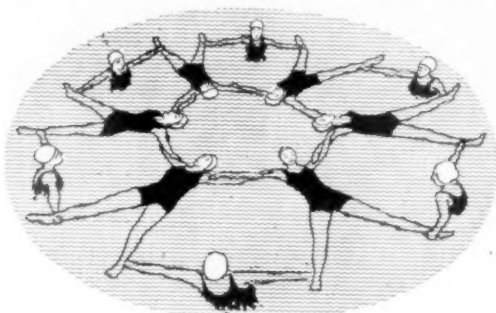
When the candidate returned with his proposed solution to the problem, he was questioned in detail as to the procedure, methods, and problems involved in its execution. In addition to technical details involved, attention was directed toward the creativity and originality of thinking, and to the uniqueness of approach in devising solutions which would provide factors of novelty, new experience, and challenge to patrons using it.

The civil service commission, in preparing and conducting the examination, held a number of conferences with representatives from the recreation and park department in order to gain a thorough understanding of the duties and functions of this job. They decided that the examination should consist entirely of a job demonstration and an evaluation of personal qualifications. Accordingly, the commission secured the following three individuals to serve as raters: two directors of recreation from municipal recreation departments in adjacent cities; one supervisor of properties from a major motion picture studio. The examination proper was held at our experimental equipment center, where the raters were given full orientation as to our shop equipment and productions.

We are especially appreciative of the cooperation shown by the Los Angeles City Civil Service Commission in the classification and examination processes. This position, being unique, presented problems requiring deviation from routine examining procedures. By a thorough understanding of job requirements and by careful orientation of the raters, the civil service staff was able to conduct a practical and meaningful examination. Qualified personnel were appointed and are now serving satisfactorily.

Although this work has been previously carried out informally by employees serving in other classifications, its present importance warranted assignment on a full-time basis. The ever-growing demand for adequate recreation services to meet the leisure needs of all age groups in times of rapid technological expansion and cultural evolution is a challenge to our profession. This new classification is one example of our efforts to keep pace with changing recreation needs. ■

AQUATIC TRAINING PROGRAM



The Topeka Recreation Commission conducts a Saturday aquatic training program at Washburn Swimming Pool during the winter and spring. The success of last year's program meant much to the total aquatic program of Topeka. This year we hope to enlarge and advance the quantity and quality of that program. Training is divided into three sessions: synchronized swimming; competitive swimming; and staff aid and instructor training.

Synchronized swimming is divided into three groups:

Group 1—Advanced. Individuals invited to join this group have had synchronized swimming experience or enough swimming ability for advanced synchronized swimming work.

Group 2—Intermediate. Individuals invited to this group are those who have had synchronized swimming experience or swimming ability of a quality that will permit them to do work required of this group.

Group 3—Beginners. Individuals invited to join this group will be those who have passed their American Red Cross advanced swimming, senior life saving, or have proven by demonstration that they have the swimming ability to do synchronized swimming work; and who are interested in advancing in their ability as a swimmer.

Competitive swimming classes are divided into two groups:

Group A. Individuals who are interested in improving their ability as speed swimmers in one or more strokes and have passed at least the American Red Cross swimmers' requirements and/or at least junior life saving. All individuals in this group will be ages thirteen and over.

Group B. Individuals who are interested in improving their ability as speed-swimmers in one or more strokes and who have passed the American Red Cross swimmers' requirements and are junior life savers. This group is composed of individuals twelve years of age and under.

Staff aid and instructor training program started early in March along with a re-scheduling of classes. The water safety instructors course and a staff aid course began at this time. These courses terminate in time for the five-night Water Safety Instructors Course, May 14-18, which will be taught by a representative of the American Red Cross Area Office.

The following schedule of Saturday classes went into effect November 26 and will end May 26.

| Group | Class | Time |
|-------|---------------------------|-----------------|
| 1 | Intermediate synchronized | 9:00—10:30 A.M. |
| 2 | Advanced synchronized | 10:30—12:00 M |
| 3 | Beginners synchronized | 2:00—3:00 P.M. |
| A | Senior competitive | 3:00—4:30 P.M. |
| B | Junior competitive | 4:30—6:00 P.M. |

Individuals are advanced when their ability and performance merits moving to a higher skill group.

Regular attendance is important as our limited time for the use of the pool does not permit us to take all who are eligible. We maintain a waiting list for all of the classes and persons may be asked to drop out if their irregular attendance is keeping out someone who could attend regularly. There are no registration fees; but each person must furnish his/her own suit, and all girls must wear bathing caps.—R. FOSTER BLAISDELL, Superintendent, Topeka Recreation Commission, Kansas.

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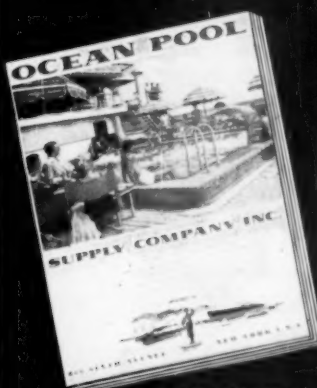
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SKIN and SCUBA DIVING

From the report of a survey conducted by Water Safety Service, American National Red Cross, with the cooperation of skin and SCUBA diving clubs throughout America.*

SKIN DIVING

The objective of this phase of the study was to secure some basic information concerning the skill ability of the individual participating in skin diving, some of the personal practices that cause people to get into trouble, some of the essential information a person should have in order to be safe and, last but not least, some factors of safety that should be stressed by those responsible for educating others in skin diving.

Revealed by the Study

- *What are the minimum standards of personal skill a person should have before participating?*

There was unanimous feeling that a person should be able to swim well before becoming a skin diver. However, the term "well" has different meanings for different individuals. For example, the distance that a person should be able to swim ranged from fifty feet to one thousand yards. The average is in the neighborhood of four hundred and forty yards. There was general accord that the ability to swim underwater should be learned before attempting skin diving, but again the distance varied—the minimum being thirty feet and the maximum forty yards. Seventy-five feet is about the average distance.

People should also be able to surface dive. The distance ran from merely diving below the surface to a maximum depth of eighteen feet. No average could be calculated, but it is significant that this skill was mentioned by the majority of those reporting.

The ability to sustain oneself at the surface is another skill which prospective skin divers should master.

A significant number of reports indicated that a knowledge of life saving is also desirable, with special emphasis on some of the carries. A knowledge of first aid was deemed important by a number, with special emphasis on artificial respiration. For those who plan to skin dive in the ocean it is essential to know how to swim in surf, have knowledge of rip currents and how to swim through them.

Many pointed out that a skin diver should be in excellent health, both physically and mentally.

- *What personal practices are the cause of most accidents?*

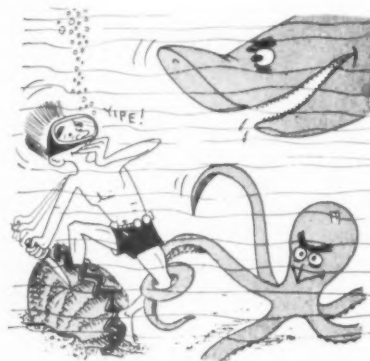
In the opinion of almost everyone, the major cause is *diving alone*. Other factors, such as over-confidence, care-

lessness, overexertion, lack of good safety practices, showing off, horseplay, and panic, were also high on the list of reasons why people get into trouble when skin diving.

Specific reasons mentioned often enough to indicate a trend are poor knowledge of local conditions, lack of flotation gear on the swimmer or on the surface, unsafe practices with guns, going too deep, inexperience in using equipment, lack of knowledge or basic swimming skills, diving too soon after eating or drinking, diving into water while wearing mask or goggles, staying in the water too long.

- *If the life of an individual depended upon what you told him, what are the ten things you would tell a skin diver?*

Again there was no doubt as to the best advice any skin



diver should have: *never dive alone*. Other extremely important bits of advice are: always have some surface flotation device, treat spear guns as dangerous weapons, don't panic, try to remain calm, be familiar with the equipment you plan to use, choose your equipment carefully and wisely, know first aid, be in good physical condition, know and stay within your limitations, don't drink alcoholic beverages before diving, don't venture too far away from the surface support, carry a knife, leave the water when cut or bleeding, be familiar with the area in which you are diving, develop emergency procedures.

Other suggestions include: leave the water when cold, never dive with a cold or sinus condition, don't dive in murky water, be alert to moving objects underwater, stay out where surf is heavy, avoid overfatigue, look up before ascending to see if surface is clear, don't become too curious, avoid horseplay, know location of your partner at all

* Self Contained Underwater Breathing Apparatus.

times, don't try to impress others, don't attempt to dive too deep.

- *Name ten rules you would suggest for skin diving.*

These paralleled the above. *Additional* rules listed often enough to establish a pattern: avoid the combination of surf and rocks; practice self-control; be in good physical condition; learn how to use your equipment; avoid overeating or use of carbonated liquids before diving; know and respect the condition of the area in which you are diving; think—don't take chances; use a quick release belt if weights are used; learn how to give artificial respiration; stay away from piers or pilings; stay close to boat on surface; learn first aid; give dangerous fish a wide berth, unless experienced and well equipped; avoid diving into the water while wearing a mask; avoid a deep dive—thirty feet should be deep enough; stay away from rip tides; stay up-current from boat; never enter a hole unless you know you can get out.

Conclusions

Before participating in skin diving a person's skills ability should include better than average swimming, distance swimming, staying afloat with a minimum of effort, underwater swimming, surface diving, life saving—especially the carries—and first aid with emphasis on artificial respiration. Most accidents to skin divers are caused by unsafe acts of the diver, rather than the equipment used. Most of these can be prevented if the individual assumes personal responsibility for his own safety and for that of a buddy.

Because of the rapid growth of this activity, coupled with the comparatively limited and uncoordinated opportunities for leadership training, it is imperative that something be done in this field.

SCUBA DIVING

The objective of this phase of the study was the same as that for skin diving.

Revealed by the Study

- *What are the minimum standards of skill a person should have before participating in SCUBA diving?*

Among varied suggestions, a definite trend was observed in the direction of those standards set forth for skin divers. A person should be a better than average swimmer. His skills should include the ability to distance swim four hundred and forty yards, to swim underwater about seventy-five feet, to surface dive, to tow a victim, and to remain afloat with a minimum of trouble. He should have a knowledge of first aid, especially artificial respiration. *In addition, and probably of great significance, a person should have had experience in skin diving before going into SCUBA diving.* Again, not in the category of a skill but nevertheless important, were the many suggestions that the person be in good physical and mental condition.

- *What are the personal practices that cause most accidents to SCUBA divers?*

As in skin diving, *diving alone* is the one personal practice, mentioned by almost all who reported, that causes most people to get into trouble. Other major causes are overconfidence, panic, carelessness, disregard for safety rules,

surfacing too quickly, overexertion, showing off, overimmersion, diving too deep, failure to recognize personal limitations, drinking alcoholic beverages before diving, and diving too soon after eating.

- *What are the ten things you would tell a SCUBA diver in order to save his life?*

Once again the most important factor indicated was: *always dive with a partner.* Others of extreme importance are: learn to use your equipment, learn to know how the equipment works, use good equipment, keep the equipment in good repair, examine your equipment before each dive, use pure compressed air, always wear flotation gear or have flotation gear on the surface, continue to exhale as you ascend, ascend slowly, be in good physical condition, use a quick release buckle for body weights, remain calm, develop emergency procedures, don't use goggles or ear plugs.

Other factors mentioned are: leave the water when cold, don't dive with a cold or sinus condition, carry a knife, leave the water when cut or bleeding, avoid rough water,



know first aid, develop hand signals, avoid overfatigue, know and follow decompression table, don't try for records, know life saving, be able to remove equipment quickly.

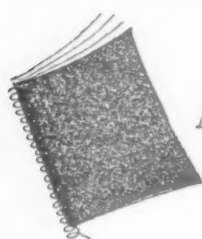
- *Name ten safety rules for SCUBA diving.*

In addition to the warnings above, some specific rules mentioned are: avoid deep dives; be in good physical and mental condition; learn about the area in which you plan to dive; know and respect your limitations; avoid exhaustion; avoid filling tanks beyond rated pressure; avoid dropping air tanks; avoid diving at night.

Conclusions

All SCUBA divers should have the prerequisites of a skin diver and in addition be experienced in skin diving. Most accidents to SCUBA divers are caused by their failure to dive with a buddy and to fully understand the operations and limitations of the equipment they are using.

Most accidents can be prevented if the individual observes the generally accepted practices of safe watermanship and in addition learns to know and use the equipment. (See review of *Underwater Recreation*, page 248. Sketches illustrating this article are used from it with permission. —Ed.) ■



A REPORTER'S NOTEBOOK

Psychiatry Enters Camping

Program at a recent conference for the camp directors of Palisades Interstate Park (New York and New Jersey) included an address, "A Psychiatrist Looks at Camping," by Major William Hausman, chief of medical research at the U. S. Military Academy, West Point, New York. Other excellent features of the meeting attested to careful planning and a trend among these progressive directors toward an increasing concern for the individual camper (as well as for the group) and a creative approach to all activities. Among them, two that were especially outstanding: a workshop on creative dramatics and their relation to camps, led by Grace Stanistreet, of Adelphi College Children's Theatre; and a talk on staff relations and training by Lois Goodrich, director of Trail Blazer Camps of St. John's Guild. We are trying to get copies of both of these, for a possible camping issue of RECREATION early next year.

The camping set-up in Palisades Interstate Park is an interesting one. Organizations engaged in social, charitable or philanthropic work, such as Girl and Boy Scouts, YM and YWCA's, churches, settlements, and so on, rent a camp through the superintendent of the camp department, Joseph K. McManus. All camps have been built with gift money from friends of the park. At the present time, sixty-two camps are in operation. Coordination and instruction of camp directors and staffs on park policies and procedures is in the hands of Mr. McManus' assistant and supervisor of group camps, Alma Fleck.

Keeping Company

The Cooper Parent-Teacher Association in Eastchester, New York, went outside its ranks to honor the local town superintendent of recreation, Vincent

D. Bellew. He has been presented with a life membership in the New York State Congress of Parents and Teachers for his outstanding recreation program for Eastchester children and his industry and application of talent to that job.

Mr. Bellew, in his acceptance, remarked, "The schools and the local municipal recreation department should always work together in a coordinated and integrated program for the best interests of the children. But," he cautioned, "at top level the school authority and the recreation authority should be separate." In humor, he concluded, "It is all right for us to keep company, but don't let us ever get married. The job is bigger than both of us."

Duke of Edinburgh at Track Opening



During the opening of the Woodside running track and sports arena in Watford, Hartfordshire, this group of girls chatted with His Royal Highness the Duke of Edinburgh, who, as president of the National Playing Fields Association, officiated at the opening ceremonies.

The Duke toured the arena and track, visited informally with athletes and

fired the pistol for the start of an interschools cross-country run. He also inspected the dressing rooms at Woodside House and saw some of the netball, hockey, and football pitches of the ground.

In an address, His Highness pointed out the need for more running tracks, such as the one in Watford.

Blue Chip Investment

"Developers of home colonies covering tracts of fifty acres or larger have been encouraged to set aside space for recreation facilities by Allan V. Rose, builder, active in Long Island and Westchester County (New York)."

"Mr. Rose explained that such a policy is important not only to the full enjoyment of suburban living but also to the retention of resale value by the dwellings that include such facilities. He mentioned tennis courts, swimming pools, and a complete set of playground paraphernalia as essentials in setting up a recreation area."

"To implement such a program, Mr. Rose suggested that one and one-half acres be allocated for every fifty acres developed with housing. The cost of maintaining these facilities would be borne by the residents and could be expected to be negligible when distributed among them. He said that a home bought in a colony that provides this advantage is a 'blue chip' investment." —From *The New York Times*, March 25, 1956.

Outdoor Education Project

To speed development of outdoor education programs, a five-year project has been set up by the American Association for Health, Physical Education, and Recreation in cooperation with manufacturers of fishing tackle, sporting arms, and ammunition. Designed primarily for schools and colleges, the program will emphasize casting and fishing, shooting and firearms safety, camping, boating, and other related outdoor activities. Conservation, safety, and outdoor living will be of primary concern. A cooperative arrangement with Michigan State University has made the project staff available.

AAHPER recently made a survey of outdoor education programs in 28,000 secondary schools and 2,000 colleges.

Returns show a wide variety of outdoor activities already being offered, such as camping, casting, shooting and firearms safety, boating and water sports, archery, skiing, orienteering, and many others. Twelve per cent of the high schools and a quarter of the colleges reporting have casting and/or shooting in their programs.

A series of regional state workshops and clinics are being planned in sections of the country where survey returns revealed the greatest amount of interest. For further information write to the project's director, Julian W. Smith, College of Education, Michigan State University, East Lansing.

Golf Course Construction Aid

Quality with Economy in Golf Construction by Geoffrey S. Cornish is a leaflet "outlining factors involved from earliest planning stages to opening day." It has been prepared "to assist individuals, clubs, and other groups contemplating new courses to bring their projects to successful conclusions without exorbitant costs and waste arising from inadequate planning and natural errors." (Mr. Cornish, golf course architect, wrote "Short Golf for Community Recreation Centers," in the June 1954 issue of RECREATION.) Copies of the leaflet may be obtained free of charge from Mr. Cornish, Fiddler's Green, South Amherst, Massachusetts.

Facts and Figures

Las Vegas, Nevada—Bond issue passed, by four to one majority, to construct a \$4,000,000 convention hall and to provide \$500,000 for recreation facilities including four swimming pools for the county, and the development of three park-playground areas.

Staten Island, New York—An organized effort to raise \$3,000,000 for the restoration of Richmondtown is under way. Sponsored by the Staten Island Historical Society and the New York Department of Parks, the project would provide an historical reconstruction second only to Williamsburg, Virginia, and Sturbridge, Massachusetts. Park Commissioner Robert Moses has promised that the city will put up half of the sum if the society can raise the remaining amount.

Like Father



Poet Blohm

Nine-year-old Jack Blohm, son of Ernest V. Blohm, executive secretary of the Michigan Inter-Agency Council for Recreation, wrote this poem expressing his feelings about recreation.

RECREATION

Recreation is about the best
And still a great deal better
Of play and games and fun.
All added in together.

A lot of games and fun and things
All added in together,
It's heavier than a cannonball
And lighter than a feather!

It's loaded down with fun and joy
That makes the world go 'round;
It can be as quiet as a little mouse
Or be the loudest sound.

Recreation makes folks happy,
And joyful as can be,
As cheerful as a singing lark,
And on the happiest key.

Jottings . . .

✓ Melville Hodge, superintendent of recreation in Rock Island, Illinois, retired in April after more than thirty years of service.

✓ The National Public Parks Tennis Tournament for Seniors will be held in Cincinnati August 19 through 26 at the Airport Playfield Tennis Courts. Information may be obtained from Robert E. Coady, Supervisor of Tennis and Special Activities, Public Recreation Commission, 1100 Sycamore Street, Cincinnati 2.



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✓ The March 1956 issue of *Town Journal* featured an article, "This Teen Center Really Works," profusely illustrated with beautifully color photos. It is the story of the Wel-Com-Inn at Fremont, Nebraska. Readers who remember our story about this center, "Who Says Teen-Agers Won't Work?" in June 1953, will be interested to see how it has progressed in the three years since that time. For those thinking of starting a teen center, a list of "do's" and "don't's" may be obtained by sending a self-addressed stamped envelope to Mrs. Sammie Niehus, Director, Wel-Com-Inn, Fremont, Nebraska.

Quotations

From chapter eight, these lines I quote,
"For losing weight play tennis,
For extra pounds, all men please note!
Are to man's charms, a menace."

With longing look flung at TV—
Each Saturday found me swatting.
My evening hours were never free
Of leaping, thumping, trotting.

I'd love to say this exercise
Took fat from off around me,
But Hark ye! Hopetuls and be wise
Each day no thinner found me.

I quoted them from chapter eight,
"Pounds to man's charms, a menace."
Now, you quote me, "I gained more
weight,
From chasing balls at tennis."

MIRABEL LEE
Narberth, Pennsylvania

Sitting Tight

As we go to press, a group of embattled mothers in New York's Central Park are fighting a bulldozer and the city park department in an effort to save a half-acre of unofficial play area from being transformed into additional parking space for the park restaurant, Tavern-on-the-Green. The park users are trying to preserve this rocky half-acre as a "Wild West" playground for the children. The mothers are taking turns sitting on camp stools blocking the bulldozer's path.

Park Commissioner Robert Moses stated that the area had never been designated as a play space, and that parking facilities for the tavern were to be much smaller than in most cities where there are restaurants in parks. The commissioner is noted for sitting tight once he makes up his mind but these minute-men mothers may outsit him. We'll let you know who sat tightest next month!

NOTES *for the* Administrator

The importance of providing adequate areas for recreation in our growing communities and of advance cooperative planning to assure proper location and development is receiving increased recognition from many sources. A number of illustrations follow.

Neighborhood Plans

In its 1954 report the Midland, Michigan, Planning Department, states: "Due to the many acres of undeveloped land within the annexed area there is an opportunity for the finest of residential, park and school site developments. During the year, the department prepared preliminary plans for eight square miles. Each square mile is proposed to be a neighborhood with a centrally located, fifteen-acre school site, parks totaling about ten per cent of the gross area, one or two neighborhood shopping areas and about 1,000 to 1,200 residential lots."

Values Rise in Pittsburgh

Mr. Donald Robinson writing in the *National Municipal Review* on the subject "Slum Clearance Pays Off" cited how values zoomed in Pittsburgh after a drive was launched to rehabilitate sixty slum acres. "The state ripped down every building in one half of the area and made it into a park. Simultaneously, the city's Urban Redevelopment Authority built a housing project on the remaining land." He further stated that six years later, "despite the fact that thirty acres had been taken off the tax rolls, land values alone in that rehabilitated district had soared \$10,500,000."

Planning for Good Living

In a series of articles appearing in *The New Yorker*, dealing with New York City's traffic problems, Lewis Mumford, noted authority on housing and city planning, decried the increasing tendency toward excessive population densities. He wrote: "Instead of maximizing facilities for motorcars, we should maximize the advantages of urban life. Parks, playgrounds, and schools, theatres, universities, and concert halls, to say nothing of a quiet night's sleep and a sunny outlook when one wakes up, are more important than any benefits to be derived from the constant use of the automobile. To accomplish this improvement, we must devise a fundamental change in the city's whole pattern. The plain fact is that the high-density city is obsolete. If the city is to become livable again, and if its traffic is to be reduced to dimensions that can be handled, the city will have to bring all its powers to bear upon the problem of creating a new metropolitan pattern, not just unintegrated segments of such a pattern."

Recreation an Essential to Integrated Planning

The New York Times in a recent article quoted Howard J. Teas, land planner, on the necessity of integrated planning

to assure orderly development of communities on Long Island, New York: "The attracting of new industrial and commercial enterprise to Long Island and the establishment of an additional number of convenient recreation facilities are all-important prerequisites to the continuance of a prosperous housing picture, a stable economy and healthy and secure family units." He further stated that Long Island communities would have to plan now for additional play facilities in anticipation of a large influx of new families during the coming few years.

Joint Planning With Housing Authorities

Planning for recreation facilities and services to meet needs of project tenants in low-rent housing developments is a basic responsibility of the local community, according to the Public Housing Administration. It states: "Where necessary facilities are not provided by the local community and are not in prospect, the local authority shall provide outdoor play spaces and may provide indoor space" . . . in accordance with standards developed by the administration.

Appropriate local agencies should be consulted in the preliminary planning of recreation facilities: "Where on-site facilities are determined to be required, the local authority is responsible for planning and developing working relationships, preferably written, with appropriate local agencies, public or private, or both. These agreements should provide for project tenants to receive the educational, recreational, health, and welfare services and programs which are customarily provided in the community. The arrangements should be made prior to the layout of plans for on-site activity space.

"The appropriate local agencies which will conduct the programs should be invited by local authorities to participate in planning space and the layout of equipment; such space must be in conformity with established standards."

The statement further outlines the requirements under which the local housing authority "may, with prior Public Housing Authority approval, transfer project development funds to a local agency for the cost of a new facility off-site or to expand an existing facility constructed by the local agency."

The preceding regulations make it clear that the provision of recreation facilities in low-rent public housing projects is a matter of joint concern on the part of the housing authority and other appropriate local agencies. (See "Shelter and Recreation," January 1956 issue of *RECREATION*.)

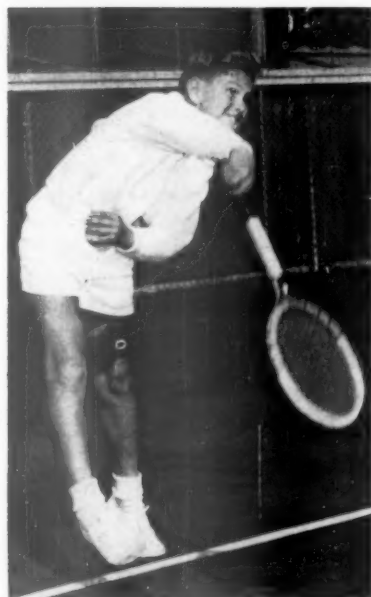
Planning Schools as Neighborhood Centers

In one of his monthly television programs, Mayor Wagner of New York City discussed plans for expanding New York's use of public school buildings as neighborhood centers. He pointed out that a school building designed for such use "should have at least one comfortably furnished living-room type lounge with a kitchenette attached." He called also for "a small club room where a group of neighbors can hold a committee meeting in a congenial, friendly atmosphere." ■



Promoting Tennis Requires a Sustained Rally

George Diestelmeier



Eleven-year-old Steve Myerson discovered a new interest when he took part in the community tennis program in Santa Monica, California.

Here it is, at last—a factual account of what it takes to start a good tennis program, and to keep it going.

Tennis is such a wonderful game. It has everything—excitement, drama, skill, action, color, discipline, rules of conduct, and tremendous carry-over value into adult life. It's fun to play, and fun to watch.

We recommend that our readers read carefully and underscore the last sentence in this fine article. It's well worth considering.

TENNIS in Waterloo, Iowa, reached an all-time "low" about five years ago. The same courts that have been used rather extensively prior to World War II were almost entirely idle; the tennis association was a memory only; there was no source of instruction for beginners; and local tournaments were abandoned because of lack of interest.

Now, at the close of a deliberate "five-year" promotional plan sponsored by the recreation commission, a rather encouraging progress report can be made. However, we have not "arrived" because it has become obvious that there can be no end to a tennis promotion in a growing community. Our tennis movement is like a snowball rolling downhill—collecting more youngsters, more facilities, and more general interest with every turn.

Major Gains

Following is a list of some major gains during the past five years: (1) registrations have increased to the point where we will need three full-time instructors this coming summer; (2) the defunct tennis association has been reorganized and now includes one hundred fifty members; (3) community interest has been such that the park board added six new courts and the school board added eight new courts, making available a total of thirty-two hard-surfaced courts; (4) a series of major tournaments is conducted regularly and gaining momentum; and (5) co-incidentally, our high school tennis squads have risen from the bottom to near the top in state competition.

Experiences and Learnings

Perhaps a brief sketch of some of our experiences in rebuilding and expanding our tennis program may be of value to other communities.

Generally speaking, we can report that we did not encounter any magic formulas, and there were times when we debated whether it wouldn't be better to invest our resources in other activities that might prove more attrac-

tive. Frankly, we had our periods of discouragement in the early stages when only a handful of participants responded. Even now our tennis program is not conspicuous by great numbers of players, but rather by the enthusiasm of a good cross section of citizens of all ages.

Through trial and error we have convinced ourselves that large, mass-type instruction programs may make good newspaper copy, but they don't produce widespread, lasting interest in tennis. We have come to rely upon instruction through small groups, with as much individual guidance as possible because we learned that there are no shortcuts. The broad base of a tennis program is built gradually upon the day-to-day contact of the enthusiastic instructor and his pupils.

We feel that a long range program such as ours requires a corps of paid, persevering leadership. This paid leadership can in turn mobilize numbers of volunteers to serve as assistants. The advantages in having the same instruction staff return from year to year are quite obvious.

We felt in the beginning, and still do, that most of our efforts should be concentrated upon beginning and intermediate players. Last year, for example, we had twenty-four different one-hour instruction classes devoted to novices of various age groups. These classes met twice each week for a two-

MR. DIESTELMEIER is assistant principal at Logan Junior High School in Waterloo, Iowa. He has served as tennis supervisor for the recreation commission summer program since its inception five years ago.

month period. Classes have a top limit of fifteen pupils. A very nominal registration fee is charged.

Procedures

When we began our instruction program five years ago, too much of our time on the court was spent on "correct" stroke techniques. Today, while we endeavor to establish sound patterns, our primary goal is to get all beginners actually playing within the first month, even if the game has to start with the "server" moved up to the service line rather than on the baseline. We discovered that our drop-outs were minimized when we postponed emphasis on form and inserted more opportunities for fun.

We have become very dependent upon practice boards in our instruction program. We find they speed up skill

development immeasurably and they offer many opportunities for motivation contests such as longest rally, most backhands, most forehands, and so forth. It is not unusual for some beginners to rally over one hundred times after the first two or three weeks. Practice boards at every major battery of courts have been one of our best investments.

Our summer program includes standard tournaments for all ages, but our most exciting events are the annual novice tournament and our inter-park and inter-city play days. The only requirement for play day is that the youngster be able to serve, be able to keep score, and want to play. Our novelty activities include handicap tournaments, special double elimination tournaments for beginners, and ladder tournaments.

Our more advanced players are not neglected. Each year we schedule several "name" clinics. We feel that these short, intensive instruction programs do the most good for players beyond the beginning stages because they are in a better position to comprehend and utilize more technical aspects. We offer group instruction, and operate a twilight league for advanced players.

The foregoing sketch of tennis in our town is intended to accentuate the fact that community tennis programs will not sprout and grow accidentally, nor will they endure without persistent and unrelenting leadership. Tennis will never become a sport for the masses, but given commensurate recognition such as we give to baseball, playgrounds, and other activities, it can become one of the brighter facets of community recreation. ■

Summer Music

Edward H. Watson



The amazing story of how a community offers free music lessons and has interested 1,200 children in taking them. Use National Music Week to launch such programs.

It's the latter part of April and hundreds of attractively printed application forms are being carried home by boys and girls all over Wilmington, Dela-

MR. WATSON, head of the music department at Oak Grove Elementary and Junior High School, Elsmere, Delaware, is in charge of music promotion for Wilmington Recreation Promotion and Service.

ware, and the surrounding areas. For it's summer-music time again!

"Summer music"—a term that means free music lessons and music instruction books to hundreds of children in and around Wilmington for a period of six weeks during the summer.

This program was started in the summer of 1954, with the idea of giving more children a chance to study music. That first year there were five centers

—three in Wilmington itself, one to the north, and one to the south of the city. Applications were distributed about the end of April so that children could be assigned to the various centers and teaching schedules planned.

There were eight teachers for the six hundred children entered that year, including a coordinator who went from center to center to iron out what kinks there were.

From comments that came back to the sponsors from teachers, pupils and parents, it was apparent that the program had caught on and that greater facilities were needed for the second summer. Plans were made accordingly, and resulted in some twelve hundred children being enrolled, twelve centers opened, and eighteen teachers employed, including two coordinators.

Reasons for Success

1. There is no competition from academic subjects during summer vacation. This means more time can be given to practicing, insuring greater and more rapid progress.

2. More teaching time can be allowed per pupil, in most cases, which means that individual difficulties can be dealt with more readily.

3. Pupils of equal ability can be scheduled together. In this way a slower pupil isn't discouraged by being in a faster advancing group or vice versa.

4. Pupils are there because they want to be there, not because they have to be—as in school. This means a great degree of enthusiasm and want-to-do-ness. It is amazing (or is it) what results are attained because of this attitude.

The Physical Set Up

Using the previous enrollment as a scale, the planning for the coming season is increased by, let us say, six hundred more. Then various schools are asked for permission for use as possible centers, keeping in mind pupil distribution as to area. Also, judging from previous enrollment, the number of teachers needed, is determined, as well as how many to teach strings, brass, woodwinds, or percussion. Some will have a full teaching load at a single center, while others will go from one center to another, depending upon instrument enrollment. Most school music teachers can teach any of the instruments, but their placement depends upon whatever is best for the program. Then schedules must be made out and all pupils notified as to their lesson times.

The hours are from nine to twelve, Monday through Friday, beginning the last week of June and running through the first week in August. In most cases,

pupils get two lessons per week; in some centers, beginners are given three lessons per week. Scheduling differs in each center, depending upon the pupil load, instruments studied, and pupil ability. In other centers advanced pupils are scheduled for one lesson and one ensemble per week, be it band, orchestra, or small group. Only band and orchestra instruments are taught.

During the six-week period, groups of equal ability are taken by bus from several centers to one center to play together. This provides a keener interest not only in the playing but in seeing what other groups are accomplishing. At the close of the summer session, evening programs are held in each area to which parents are invited. At these, all beginners perform together, intermediate, advanced, and so on.

Tie-in your music programs
with special events during music
week May 6-13

Availability of enough instruments for such an extensive program has been no problem at all. Many are privately owned, of course. In those schools where school-owned instruments are available, the pupil is allowed to keep for the summer the instrument which he has been using during the school year. For those who do not come within either of these categories, instruments are available to rent. One of the music stores has cooperated to the extent of giving a special rental price to anyone studying in the program.

This rental idea is a boon to many parents. Not only do the children receive free lessons, but in many cases the questions, "Does my child have any talent?" or "Will my children take to music if given the chance?" are answered—at the expense of only a small rental fee. In schools where no school-owned instruments are available and there is a large family, the parents cannot afford to rent instruments for several children during the winter months. With the lower rental fees and more time for the children to earn money during the summer, these problems are often solved. The rentals also help the music stores during a slack season.

Also because of "Summer Music," private teachers get more pupils. After six weeks of attention and practice, Johnny finds he can get some real music out of that horn, so he wants to become even better.

The teachers for the program are chosen first from the ranks of the school music instructors. As the program has expanded and more have been needed, private teachers have also been recruited. Several are specialists in a particular field and, as such, are invaluable for the more advanced pupils in the program.

One of the most effective phases of the program was the daily checkup of absentees. Each day the center leader reported the names of those absent to the secretary of the program who then called each parent to find out why Johnny or Sally was absent. In some cases it was because the child was confused as to lesson time, or Johnny went off to play baseball unknown to Mama. In few cases was there outright indifference. This calling seemed to make both parents and pupils realize that, even though the lessons were free, there was a personal interest in each child to see that he or she got the most out of the program.

Last, but by no means least, is the financial setup. The first year the program was underwritten by several interested citizens. The pay rate for employees was set at five dollars per hour for each teacher and for the program secretary. The secretary not only calls the absentees, but handles the payroll and pays the bills. This rate is for actual hours taught.

The second year some of the schools paid a portion of the teachers' salaries—in most cases half of it—the money coming out of whatever fund the individual school thought best. In other cases the school paid part and the Lions Club part. Whatever portion remained to make up the full salary was taken care of by those same interested citizens who underwrote the first year's program.

Plans are being made this year for a bigger and, if possible, better program. So here's to "Summer Music" because it means so much to so many children. ■

MEMO TO towns of less than five thousand population: You can have legitimate theatre! Eureka, Kansas, did it, and Eureka numbers less than four thousand. Last summer local residents attended six plays and a Gilbert and Sullivan operetta, and all — from the proscenium back — were produced by local talent.

To critics of democracy: The summer theatre in Eureka was a cross section of the "American way of life."

The blueprint for a summer theatre includes a general chairman who coordinates all committees, and chairmen for: personnel casting and stagehands; play reading and direction; choosing plays and assigning directors; properties; make-up; publicity and art; and stage construction and maintenance.

These thespians, tyros all, after receiving the blessing and assistance of our city summer recreation committee, utilized telephones and the county weekly. In May, 1954, a group of forty met and the Eureka Summer Theatre was born. The moving force, to whom the first meeting and the ultimate success of the group must be credited, is the wife of a local physician. The first series of plays was scheduled for the last Saturday in June, forty-five days away. Subsequent dates were to be the last Saturday of each of the summer months.

All labor and routine service were donated; make-up was furnished, gratis, by a local druggist; lumber, paint, and wiring were furnished at cost. Any expense incurred by this group was underwritten by the summer recreation board.

The stage, designed and constructed by a local rancher who has a degree in engineering, was made of two-by-eights, in six-foot sections. When assembled it was twelve-feet deep and thirty-six feet wide. Mounted on fifty-five-gallon oil drums borrowed from a local oil distributor, it was set up on the day the productions were to be presented and was knocked down after the show. Cartage was furnished by the National Guard and storage space was in the

MR. SAMSON, a public school language instructor, has done feature writing for several Kansas newspapers.

Footlights and Greasepaint

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Richard M. Samson

armory.

The site for the stage was the softball diamond. Known as one of the best softball diamonds in the state, this location has permanent concrete bleachers with seating for two thousand people. The ball park is in a natural depression which lends itself to reclining on the grass or enjoying the comforts of a car while watching the entertainment.

Rehearsals were not too much of a chore. No one objected to spending several evenings for several weeks repeating lines and scenes. This wasn't the acid test—that came on the day when the shows were to be presented....

It began with an all-day session at the ballpark, setting up the stage, lights, and public address system, and so forth, until 7 P.M. when the cast assembled to become wards of the make-up committee.

To the day's accumulation of perspiration and dust, therefore, were added several ounces of warm greasy theatri-

cal make-up, mixed with the several hundred assorted insects that dearly love footlights.

The final curtain call didn't release the Ethel Barrymores and Maurice Evanses either. The stage had to be knocked down and stored, props returned, and the ball diamond restored to its original condition; but *it was fun!*

On the twenty-eighth of June, approximately thirty-five hundred people gathered to see the first play, which was directed by the science teacher and counselor from the local high school. Included in this cast were five housewives, an attorney, a rancher, a teacher, and three business women. The next play, directed by the high school librarian, included three teachers, a secretary, a cowboy, an architect, the president of the local business and professional women's club, and an engineering student. A speech teacher directed the third, and so on, throughout the series, each play was directed, produced, and acted by a similarly mixed

All help set up stage, such as housewife, counselor, students below.



group. In addition, forty-five more people worked backstage on props, music, make-up, and carpentry.

No sooner was this series over than preparations were begun for the next, and personnel chairmen began the quest for new cast members.

The second series, reduced to two plays, drew an equally large audience on the night of July 31, as well as a goodwill offering of more than eighty dollars. Again each play called upon the talents of an assorted group of citizens.

Dresses that were heirlooms were borrowed in Fall River, twenty miles away. Antique chairs were brought in from the Norwegian farms up around Teterville. Attics were ransacked for umbrellas, and an appliance dealer loaned a television set.

The final presentations, the Gilbert and Sullivan operetta, *Trial by Jury*, and a comedy written and directed by an engineering student home from Kansas University were given on the last Saturday in August. Attendance and collections remained constant.

All of these performances were scheduled for nine o'clock Saturday night, late enough not to interfere with Saturday night shoppers. Each time, arrangements were made to use the high school auditorium in case of rain; but this part of Kansas had a dry summer.

Among interesting sidelights: (1) the summer recreation board guaranteed to underwrite the expenses of this group and, after collections plus one expense check, the board realized a profit of fifty dollars; and (2) an invitation was extended to present two plays at the annual Fourth of July celebration at Lyndon, for which the summer theatre group was paid one hundred dollars.

From a community standpoint, this was a worthwhile project in that more than a hundred people, plus the usual behind-the-scenes group of fifty, had entertained three thousand five hundred people in a town that barely exceeds that figure. It was an example of complete cooperation, from the borrowed props to the free publicity in the *Eureka Herald*. And it was an example of "democracy in action." It could only happen in the United States. ■

Hospital Capsules

Beatrice H. Hill

This month, Madison Dunn, recreation director at Riverside Hospital for Juvenile Drug Addicts, tells of his recreation program.

Riverside Hospital on North Brother Island, New York City, is a hospital for adolescent narcotic users who range from fourteen to twenty-one years of age. Although most of the 123 patients are boys, similar treatment is given to both sexes. Its patients come from different types of agencies, the courts, and through the recommendations of parents. A few ask to be admitted.

A boy will first be examined by the doctor, have his clothing checked for concealed drugs, and then be sent to the withdrawal ward, where he is gradually taken off the drug by the use of proper medication. He must remain on this ward for three weeks, during which time he is observed, interviewed, tested and examined by the psychiatrist, psychologist, psychiatric social worker, recreational therapist, occupational therapist, nurse, and the chaplain.

At the end of this time he is brought to the diagnostic clinic, where staff members compare notes and decide whether he stays, is sent home or, in some cases, returned to the court. For those who stay, this is the day when their own clothing is returned and they are accorded the same privileges as the regular patients.

His daily program includes a half-day of school, a half-day of work, and regular appointments with his doctors and other members of the rehabilitation team. As the entire program is aimed towards the patient's return to the community, we in recreation conduct our programs as close to community-type recreation as possible.

Our program is conducted from 2:45 P.M. to 10:00 P.M. Monday through Friday; 10:00 A.M. to 10:00 P.M. on Saturdays, Sundays, and holidays. Some of the activities are: games, movies, music, dancing, discussion groups, sports, dramatics, outings, and field trips. The recreation staff has to be ex-

tremely careful not to over-supervise the patient but still carefully protect him from the dangers of his weakness.

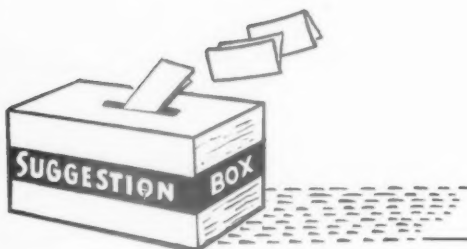
In an effort to reach and understand the patient, there are several media the recreational therapist utilizes. One of these is the hospital team. The patient population is divided into six teams; and members of the staffs of all departments are assigned to the various teams—to handle their problems and help with their treatment. Each recreational therapist is responsible to one team and for reporting its progress, keeping records of the patients, and entering his notes on the medical charts.

When a patient first arrives he is given an orientation by a member of the recreation department. Even while he is on withdrawal, recreation of a passive nature is brought to him.

A Recreation Patient Council, which consists of two *elected* representatives of the six teams, meets each Friday with the medical superintendent, recreational therapist, and school teacher. Once a week, also, there are separate meetings for each of the six teams, during which the patients are free to discuss problems that the recreational therapist may be able to help solve. Out of these meetings come sound group therapy, good ideas which can be incorporated into the recreation program, and a chance to talk over health habits and grooming.

Doctors and psychiatrists feel that the informal non-compulsive type of relationship which we establish with a patient, in a game or activity, is advantageous because the patient finds it easier to talk when there is not the formal "across-the-desk" type of interview. We very often are in the favorable position of being able to report a great deal about how the patient feels regarding people and life in general. At Riverside, we feel the addiction of the patient is secondary and the mental maladjustment is the main factor to be treated. Our youngsters want and need direction. They must be shown what society expects from them and taught how to get along with it. ■

MRS. HILL is the NRA consultant on hospital recreation.



Bongo Drums



Treated skin is attached to barrel head.

There is strong accent on music at the Knott Street Center, one of Portland's more unusual community centers directed by the park bureau—with chorus groups, orchestra, and theatre workshop vying for most popular choice among the activities and instructions offered. The center is a popular play spot in the neighborhood it serves, and the lusty voices and capers of the youngsters had been annoying those engrossed in the music and drama programs.

Therefore, working on the theory that there is an urge in everyone to "make music" and to tap out rhythm, and convinced that this urge can be translated into purposeful music-making, the director of the center's choral and orchestra groups decided to put his theory to test. He also has craftwork know-how, so he rounded up some wooden kegs and rawhide and suggested to some of the more boisterous boys that they join him in making some drums—tom-tom, congo, bongo, and other calypso types designed for varying resonance.

Drum-making calls for craftsmanship in treating skins for use as drum-heads, fitting and tightening them for resonance, and attaching them to the kegs. It also offers an opportunity for the instructor, a composer of ability

with a fund of musical knowledge, to talk casually about the history of drums—which are among the oldest in the instrument family—their employment by native medicine men, their use by tribesmen for conveying messages, and their more aesthetic role as percussion instruments in an orchestra or other musical assemblage.

The boys are intrigued by the possibilities of pounding out some lusty "noise" on the drums, but it is a quick trick for the instructor to channel this into rhythmic pattern making. Indeed, the boys are eager to acquire the knowledge and skill that will take them beyond the "just noise" making stage to meaningful development of rhythm and melody. The workshop has produced drums in assorted sizes and of varied construction. They make exciting ensemble playing and the drummers "send" themselves in improvising.

Interest in the drum project has been heightened by guest appearances of the boys on local television and as the result of a feature story about the drums in a Portland newspaper. A professional drummer playing a local engagement with a calypso band became so enthusiastic when he learned about the Knott Street drummers that he offered

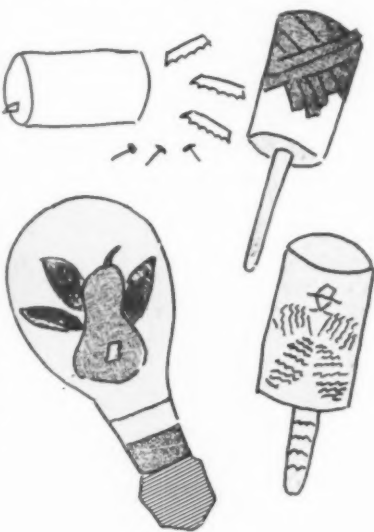


Hands beat out rhythm on bongo drum.

his services as volunteer instructor.

The drums have added a new and strong beat to orchestra playing at the center. The earnest, the show-offs, and the "just curious" are getting an exciting and absorbing experience—unaware that the drums are giving them far more than just the fun they are getting out of making and beating them. It isn't exactly quiet at the Knott Street Center now, but the noise is far more musical and rhythmic.—RUTH STRODE, Park Bureau, Portland, Oregon.

Easy-To-Make Shakers and Rattles



BOX RATTLES

Materials:

- Box of any shape or size such as kitchen-matchbox, oatmeal carton, saltbox.
- Wooden stick about one-half-inch in diameter and one-foot long.
- Bottle caps, nails, pebbles, or beans.
- Poster paint.
- Wheat flour paste.
- Newspapers and paper toweling.
- Tape.
- Shellac (optional).

Steps in making: Put several bottle caps, nails, pebbles, or beans into the box and then seal it with tape. (Adhesive tape works well.) Make an opening in one end just large enough to insert the stick, which will serve as the handle. Tape stick securely in place. Cut enough one-inch-wide strips of newspaper to completely cover box and handle, twice. Mix wheat flour paste

with water to form a thick paste (about one cup).

Cover strips of newspaper with paste and apply smoothly to rattle, overlapping strips slightly, until both box and handle are completely covered. Add second layer. Cut and apply strips of paper toweling in the same manner for the third layer.

Set the box in a warm place for one day to dry. When thoroughly dry, paint as desired. Shellac may be used as a final coat to protect and preserve the paint.

Each rattle can be made to sound differently by varying the types of containers and the particles inside.

LIGHT BULB SHAKERS

Materials:

Large burned-out light bulb.
Newspapers and paper toweling.
Wheat flour paste.
Poster paint.
Shellac.

Steps in making: Cover light bulb with strips of newspaper and paste as for shakers described above. Add final layer of paper toweling.

When the paper has dried, break bulb inside by gently hitting shaker against a table. A rattle results from the pieces of broken glass inside the paper form. Paint and shellac.

Caution: Because broken glass is involved in this project, it should not be used with very young children.—PAT FRIEDLAND and SUSAN COOLEY, *Students, Oregon State College, Corvallis.*

Sports Show Booth

The Cincinnati Recreation Commission was given complimentary space at the recent Sports, Vacation, and Travel Show at the Cincinnati Gardens. For the occasion, their booth—decorated with pictures of the commission's activities and novel sports figures—was manned completely by volunteer help. Almost 2,400 people participated in the free game the booth offered, in which each person was given three tries to throw a Ping-pong ball into a cup five feet away. Prizes were passes to the Airport Playfield activities. Literature on "Where to Play in Cincinnati" was also distributed.

Disposable Trash Containers

The Oakland, California, Park Department, working with a paper and fibreboard company, has developed a disposable trash container which is lightweight, colorful, fire resistant, and water repellent.

Even in inclement weather the cardboard container, which is treated with a sizing material and adhesive to make it water resistant, will last three to four weeks. As soon as the container becomes soiled or damaged it is replaced. A metal holder fixes the location of the cardboard receptacle and prevents it from blowing away.



Oakland's disposable trash containers.

It can be printed in various colors with whatever information is desired. For its initial program, the Oakland department chose chartreuse and white, with a simple design planned to fit the design of the metal holder.

Another advantage of these containers is that they come flat from the mill—which simplifies storage—and are quickly and easily assembled with special adhesive tape to seal the bottom flaps.

The Oakland department has found that its regular metal trash cans last a maximum of eight to ten years. The cost of the disposable ones, even if discarded as often as every two weeks, compares favorably with the cost of the metal ones amortized over a seven-year period.

"Christmas in July"

More than three hundred children in Flint, Michigan, participated in the



Santa and elves take time out to chat.

recreation department's annual pageant last summer. Presented at Atwood Stadium, "Christmas in July" was an original story about three boys who, on a hot July day, wished for Christmas and suddenly found themselves visiting the North Pole. The several scenes ranged from a summer playground to Santa's workshop and Disneyland—with dances, songs, and skits performed by groups from each of the city's twenty-two playgrounds.

All of the costumes were made from crepe paper and the total cost did not exceed twenty-five dollars. They were colorful and the children enjoyed making them. Screens, approximately five feet high and nine feet wide were made from cardboard boxes that mattresses are packed in, which can be picked up at local furniture stores. Pictures were painted on these by the children with the help of the craft instructor.

Because of the size of the stadium, the narration was done from the press box, rather than using field mikes, with the children doing the acting and dancing as the narration was carried on.

We had fun doing the pageant, and the youngsters welcomed an opportunity to participate in the activities.

—LINA W. TYLER, *Director of Recreation, Flint, Michigan.*



Mattress-box prop beguiles wee folk.



On the Campus

Alfred B. Jensen

Students Make Long-Range Plan

Long-range planning for a recreation area in Wildwood, Florida, has been completed by Dr. Roy E. Leilich's class in "Conduct of Playgrounds and Indoor Centers" at the University of Florida. The study was undertaken at the request of the Wildwood Improvement Commission.

Thirty class members gave 459 man-hours to the assignment. Seniors from the college of architecture added another 510 hours with sketches and plans for a recreation center recommended for the eight-acre plot.

The first step in planning was the



Wildwood model makers, students Carolyn Luck and Marion Spaulding, discuss layout for proposed playground with Dr. Roy Leilich.

conduct of an interest survey. The recreation class analyzed results and in committee planned the area. Work included a field trip to the area and actual rough layout of the various facilities on the ground.

Dr. Leilich points out, "My class is composed of both young students, who have had no experience, and older graduate students, who have been leaders in school and community undertakings. The result of their endeavors is the best that could be done in the short amount of time spent on the project."

Five class members made the final oral report to the Wildwood commission, with Dean D. K. Stanley, Professor B. K. Stevens, and Dr. Leilich. They presented the group with a model of the site and detailed plans for ten-year development.

Students in

State-District Conference

"Students and Recreation Jobs" was

the topic of a special session of the 1956 California State-NRA Pacific Southwest District Conference. John R. Sexton, the session chairman, and Janet H. Pritchard, recorder, are students at San Diego State College.

Panel members discussed student and part-time situations, recreation job opportunities with the Armed Forces and Red Cross, and the types of beginning jobs available today. Factors to consider in choosing a job were grouped in three areas: yourself, the job, and the community.

In another session, delegates discussed "Field Experience in the Recreation Curriculum," under the chairmanship of Dr. Mary S. Wiley, recreation curriculum supervisor at San Jose State College. The importance of this experience to the college, the student, and the agency was outlined.

Recreation Gets a New Look

Social recreation at Brigham Young University in Provo, Utah, has acquired a new look with the appointment of a woman faculty member from the college of recreation, health, and physical education to spend about a third of her time as recreation consultant, with an office at one of the Heritage Halls, a woman's dormitory group housing nearly fifteen hundred girls.

Individual halls conduct activities with the cooperation of the consultant and their own social chairman. This program is supplemented by open-air programs at centrally located patios featuring fireplaces, lights, and courts for badminton, shuffleboard, and volleyball. Exchange parties feature dancing and mixers and active games. Popular coed activities have been get-acquainted parties, seasonal get-togethers, and birthday parties.

National Recreation Month is Graduation Month

National Recreation Month will be celebrated in June this year. Recreation students who graduate will be in the unique position of arriving on the scene during a month dedicated to the recognition of the importance of recreation in the American way of life.

MR. JENSEN is a member of the NRA Recreation Personnel Service Staff.

All recreation students have a fine opportunity to serve their profession, their college, and their community by putting their skills in leadership and organization to work to insure that National Recreation Month is widely recognized in their own sphere. It is a class, group, or organization project with real meaning.

Illinois Requires More Field Work, Adds Supervisors to Faculty

Preliminary non-credit field work in recreation is now required of sophomore and junior recreation majors at the University of Illinois. Each student must give at least three hours per week.

Charles K. Brightbill, professor of recreation, calls the new program valuable for two reasons. He says, "This is an excellent way of making an early determination of the student's capacity and interest in the profession. It also is a fine preparatory move for field work done later for credit."

Cooperating agency field-work supervisors at Illinois now receive regular university appointments to the position and become eligible for certain staff privileges. This step is expected to strengthen further the field experience program.

Notes in Margin

University of Georgia reports a B.S. in education with recreation major . . . Purdue welcomed Dr. Harry D. Edgren as professor of recreation in April . . . Look up *campus* in dictionary—means *playground* in Latin, every student knows . . . Write "On the Campus" about any honors to recreation students or faculty . . . National Recreation Internship Program is moving . . . Over one thousand students have had information about new NRA Student Associate and Affiliate Membership plan in April. . . ■

Vacancy at Wisconsin

A graduate assistantship in recreation at the University of Wisconsin is available for the school year 1956-57. Compensation has been set at \$1,400. The graduate assistant will spend approximately twenty hours per week supervising senior recreation students doing field work.

Applicants should be eligible to work for a graduate degree and should have had from three to five years experience in recreation. Inquiries should be addressed to Dr. H. C. Hutchins, Coordinator of Recreation Curriculum, University of Wisconsin, Madison 6.

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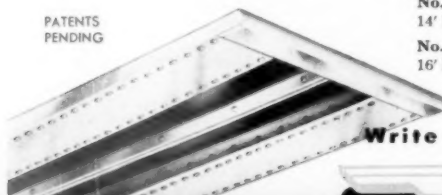
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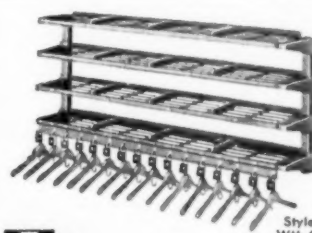


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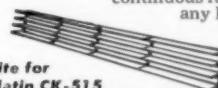


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Qualities of a Leader

Life does not give its choicest blessings and satisfactions to those who withhold helpfulness and usefulness, or to those who try too hard to save themselves and to get more than they give. The willing persons, for every useful service they perform, are somehow richly rewarded. Beyond all else, they feel good inside. Every good, every virtue, is somehow rewarded with growth and satisfaction.

Everything has its price. It is not possible to get something for nothing. There is a reward or penalty for everything we do or fail to do. There is compensation in the very makeup of life. We judge, appraise, and classify ourselves constantly by the things we do. With or against our will we draw a portrait for others to see by every word, action, and deed.

Those who play it straight and clean, with honesty and honor, do not have to face the question as to whether they are fit to live with themselves. They are efficient for they are not distracted by conversation with their conscience. Little compromises with honesty, small infractions of personal and professional standards, have a tendency to grow larger. In matters of performance, character, and conduct, as well as in mathematics, a straight line is the shortest distance between two points and the best one to follow.

Honesty and willingness consist of communicating the truth and doing the right thing. No one has told the truth if he deliberately leaves a false impression no matter what his words or actions. The most insidious form of dishonesty is telling a half-truth and withholding the other half—or misleading others by the inflection of voice, insinuation, innuendo, by gesture, or suggestion or by what is left unsaid. There is no more disgraceful behavior than in pretending to do, to act, to support or to accomplish something when inside just the opposite is felt and when the heart is cold or unsympathetic.

Those who rely upon the letter of the law, but violate the spirit and ignore every intention of honesty, do not make good leaders. Intent is the important thing—mere appearance of truthfulness or willingness is not enough.

Of all the good qualities that can be listed, and the list is a long one, willingness to be helpful, plus honesty and absolute integrity, are the most important to leaders who desire to secure the confidence of others. Without these qualities in large measure there can be no unified strength, no continued effort, no orderly long-range accomplishment.—W. C. SUTHERLAND, *Director, NRA Recreation Personnel Service.*

Volunteers in the Recreation Program

All of us should review the following ways of obtaining and giving recognition to volunteers, as brought out in the 8th Annual New Hampshire-Vermont Recreation Weekend Meeting, 1956:

Recruiting

- Publicize need for volunteers and make contacts personally to learn other people's interests and abilities.
- High schools are often good sources of youth leaders. Work with school officials in selecting youngsters from each class who are interested in helping with the recreation program. In this way continuity is established and as the older ones move along, the younger ones replace them as leaders.
- Use a newcomers' club as a source of volunteers. These new people in town are usually glad to have an opportunity to meet others in this way and are willing to devote time to the program.
- Military recruiters are urged to participate in community activities where they are stationed and this is another possible source.
- Claremont, New Hampshire, has an organized group of high school boys and girls called the Volunteer Service Corps, who give time at the community center, leading storytelling, lifesaving, riflery, and so on. Interested students fill out volunteer forms, showing preference for special activities and mentioning any special talent.
- In approaching and recruiting volunteers, try to impress upon them the importance of the job and that each one has the qualifications to do his specific job. In working with adult volunteers, do not ask for too much time. Once the volunteer is sold upon the aims, ideals, and importance of your program and is interested, he is glad to help.
- Use public speaking engagements to put across the need for volunteers and recruit help in this way.

Recognition

It is most important that volunteers receive recognition for their work. A volunteer activity can well be a form of recreation. There are a great many compensations, other than monetary, for those making such contributions.

- Recognition may be accomplished through newspaper and radio publicity, or some other form of public acclaim.
- With younger volunteers, recognition can be given by awarding arm-patches and special privileges at the center.
- Volunteers may be awarded certificates at a banquet to show appreciation for their services.
- High school credit sometimes can be arranged for volunteer service on playgrounds and in community centers. This must be worked out with school authorities and have their cooperation and approval.
- "Thank you" letters should be written for all volunteer services, no matter how small. ■

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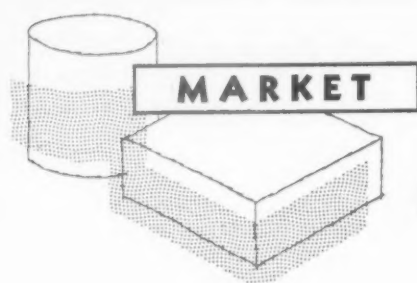
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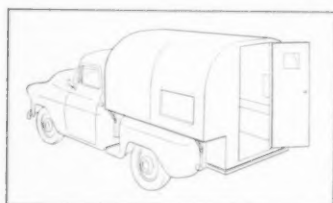
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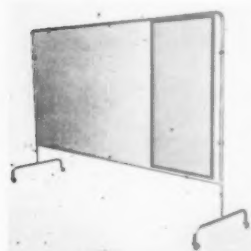
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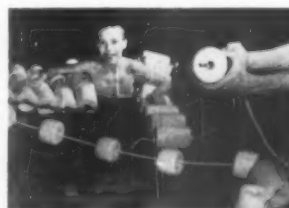
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AGE OF AUTOMATION, THE—Its Effect on Human Welfare, Warner Bloomberg, Jr. League for Industrial Democracy, 112 E. 19th Street, New York. Pp. 39. \$35.

AQUATICS, SYNCHRONIZED SWIMMING, WINTER SPORTS AND OUTING ACTIVITIES GUIDE, July 1955-July 1957, with Official Rules. Doris Bullock and Louise Roloff, Editors. American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington 6. D. C. Pp. 60. \$75.

ART AND PLAY THERAPY, Emery I. Gondor, Doubleday & Company, Garden City, New York. Pp. 61. \$95.*

ART FOR EXCEPTIONAL CHILDREN, Arne W. Randall. The College Bookstore, Texas Technological College, Lubbock, Texas. Pp. 104 (mimeographed). \$2.50.

BACK TO WHAT WOODSHED? (#232—Delinquency), Justine Wise Polier. Public Affairs Pamphlets, 22 East 38th Street, New York 16. Pp. 28. \$25.

BOOK OF BADMINTON, THE, Eddy Choong and Fred Brundle. Philosophical Library, Inc., 15 East 40th Street, New York 16. Pp. 128. \$3.75.

COMMUNITY PROGRAMS FOR MENTAL HEALTH, Ruth Kotinsky and Helen L. Witmer, Editors. Published for the Commonwealth Fund by the Harvard University Press, Cambridge 38. Pp. 362. \$5.00.

EDUCATION FOR LATER MATURITY, compiled by Dr. Wilma Donahue for the Adult Education Association Committee on Education for the Aging. Whiteside, Inc., 425 Fourth Avenue, New York 16. Pp. 338. \$4.50.*

FOLK DANCE GUIDE—6th Annual Edition, 1956. Paul Schwartz, Publisher, Box 342, Cooper Station, New York 3. Pp. 24. \$1.00.

HOW TO CHOOSE A CAMP FOR YOUR CHILD (#231), Ernest Osborne. Public Affairs Pamphlets, 22 East 38th Street, New York 16. Pp. 28. \$25.

JUNGLE PRIZE—A one-act play of Malaya, Marion Holmes. Friendship Press, 257 Fourth Avenue, New York 10. Pp. 32. \$5.00.*

LEADERSHIP AND MORALE and LEADERSHIP IN ACTION, Daniel R. Davies and Kenneth F. Herrold. Arthur C. Croft Publications, 100 Garfield Avenue, New London, Connecticut. Pp. 55 and pp. 54. \$2.50 each.

MASTER DIVER AND UNDERWATER SPORTSMAN, THE, Captain T. A. Hampton. John de Graff, Inc., 64 West 23rd Street, New York. Pp. 208. \$3.50.

MASTER STUNT BOOK, THE, Lawrence M. Brings, T. S. Denison & Company, 321 Fifth Avenue South, Minneapolis 15. Pp. 431. \$3.95.

NATIONAL-FOREST VACATIONS, Superintendent of Documents, Government Printing Office, Washington 25, D. C. Pp. 64. \$25.

OBJECTIVES OF THE MENTAL HEALTH PROJECT FOR THE DEAF, Dr. Franz J. Kallmann. American Annals of the Deaf, Gallaudet College, Washington 2, D. C. Pp. 15. \$25.

PACK YOUR LEISURE WITH PROFIT AND PLEASURE, Corinne Updegraff Wells. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 367. \$3.95.*

PREHISTORIC PEOPLE OF THE NORTHERN SOUTHWEST, Joe Ben Wheat. Grand Canyon Natural History Association, Box 219, Grand Canyon, Arizona. Pp. 38. \$5.50 plus \$.08 postage.

RIDE WITH THE SUN—An Anthology of Folk Tales and Stories from the United Nations, Harold Courlander, Editor. Juvenile Books, Whittlesey House, 330 West 42nd Street, New York 36. Pp. 296. \$3.50.*

SENIOR CITIZEN IN OUR COMMUNITY, THE (A community study of the living conditions and needs of the persons sixty-five and over in Long Beach.) Community Welfare Council, 1213 Cedar Avenue, Long Beach, California. Pp. 59. \$1.00.

SKIN DIVING AND EXPLORING UNDERWATER, John Sweeney. McGraw-Hill Book Company, 330 West 42nd Street, New York 36. Pp. 176. \$3.50.*

SOCIOLOGY OF URBANIZATION: A STUDY IN RURAL SOCIETY, Dr. T. Earl Sulenger. Braun-Brumfield, Inc., Ann Arbor, Michigan. Pp. 269. \$3.50.

SUMMER JOB GUIDE FOR STUDENTS AND COUNSELORS, 1956 Edition. Big

* These publications are available from the National Recreation Association at list price plus fifteen cents for each book ordered to cover postage and handling. *Active Associate and Affiliate Members of the Association receive a ten per cent discount on list price.* Remittances should accompany orders from individuals; organizations and recreation departments will be billed on their official orders. Address orders to Combined Book Service, National Recreation Association, 8 West Eighth Street, New York 11, New York.

Brother Movement, 33 Union Square West, New York 3. Pp. 4. \$10.

TOOLS FOR SPEAKING AND SINGING, Gertrude Wheeler Beckman. G. Schimmer, Inc., 3 East 43rd Street, New York. Pp. 157. \$4.00.

Magazine Articles

THE EDUCATION DIGEST, *March 1956*
How Can We Get Enough Good Teachers—And Keep Them?

Using Tests for Evaluation, Robert L. Ebel.

JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION, *March 1956*
A Winter Vacation Camp, Leslie S. Clark.

Lumey Sticks, Joy Garrison and Milly Doren.

April 1956

Summer Fun for Teen-Agers, Louis E. Means.

Adventures in Nature Study, Bettye Breese.

Softball Play Situations, Marjorie Kelly.

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PUBLICATIONS

Covering the Leisure-time Field

Underwater Recreation

Los Angeles County Department of Parks and Recreation. *Underwater Recreation*, 834 West Olympic, Los Angeles 15. Pp. 62. \$1.15.

An excellent and instructive manual on new developments not only in safety, but in improvement of skills, communications, and organized program activities in underwater recreation. This is about the most practical for use by a recreation department that we have seen on the subject. The two major sections of the book are, again, skin diving and scuba diving (see article page 228), and most of the principles stated pertain to both.

The Los Angeles County Department of Parks and Recreation is one of the public recreation departments taking the lead in this new type of recreation, as revealed in "Recreation Goes Underwater," by Al Tillman, underwater recreation coordinator, in the February 1955 issue of *RECREATION*. Al is one of the editors of this book, the other is William E. Starr.

Information is well organized for easy reference, and its style of presentation makes for interesting reading. The sense of humor displayed by Jess Gruel's illustrations adds an entertaining element without in the least detracting from the seriousness of the subject. A reading list is appended.

Recommended for any recreation agency considering these sports as a program activity.

Program Handbook for Army Service Club Personnel

Department of the Army Pamphlet 28-1. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Pp. 230. Paper, \$1.25.

This 230-page booklet is written primarily, of course, for Army Service Club personnel. It is reviewed here, however, in the hope that those who work with teen-agers and adults will order a copy and use it for its excellent program content.

The sections on social recreation (themes for special days, carnivals, ballroom dances, and so on), creative activities—including crafts and music,

and the section on intellectual pursuits, including quiz programs, discussion groups, hobby and interest groups, are all carefully prepared and contain excellent program ideas.

The material is beautifully organized, carefully detailed, and is an excellent resource for program activities. Don't let the title throw you off. If you do, you're missing a very fine, inexpensive book geared to young adults—and such books are hard to find.—*Virginia Musselman, Program Service, NRA.*

Community Organization—Theory and Principles

Murray G. Ross. Harper & Brothers, 49 East 33rd Street, New York 16. Pp. 239. \$3.00.*

The purpose of this book, as stated by the author in the preface, is "to set forth a conception of the community organization process, to describe its nature, and to outline the principles which facilitate its development." He does not contend it is the only approach or the most useful in all situations, yet lay and professional leaders familiar with community forces will readily realize the worth of this particular process.

Discussions of the basic principles of community organization and the basic factors which influence organization methods explain and emphasize the uniting of people in common action as the essential task of community organization.

As evidences of today's need for wider understanding and use of the best in community organization processes, the author cites the results of the present mobility of population and modern technology in terms of weakening the sense of "belonging to the community," of the lack of "sinking of roots" and of the establishment of "neighborly relations."

Any lay or professional person actively engaged in community welfare efforts, be he social case worker, recreation and group worker or community organization worker, will find in the final chapter on "The Role of the Professional Worker," a series of valuable principles and suggestions to guide him in his working relationships with the

various forces which constitute the total community setting.—*Charles E. Reed, Director, NRA Field Services.*

A Saw Screams at Midnight (The Whodunit-Yourself Book)

G. A. Mills. E. P. Dutton & Company, Inc., 300 Fourth Avenue, New York 10. Pp. 96. \$2.50.*

If you are a do-it-yourselfer and want to have fun, take a look at this delightfully zany book which kids the home craftsman and offers him a fare of how-to-do-it ideas with a frankly nutty flavor. It is a book for the craft fans who do not take themselves too seriously—or for anyone with a sense of humor. Try it out on the craftsman in your own home, you know, "the guy with a cellar full of tools and sawdust in his hair."

The author has a field day with such topics as "How to Speak Hardware," "Wiring—The Baseboard Jungle," "How to Cut Down on Your Hammer Strokes," and so on. He, further, gives specific instructions for a collection of mad projects, among them: How to Hang a Door; The Home With the Homemade Look; Teakettle That Whistles Dixie; A Modern Ivy Planter From That Old Stradivarius; Plaques for Walls Slightly Cracked. Fully illustrated with drawings and pictures of these whacky projects—most of which were actually constructed by the author—and many photographs posed by Carl Reiner, TV comedian.

Planning School-Community Swimming Pools

Louis E. Means and Charles D. Gibson. California State Department of Education, Sacramento, California. Pp. 58. \$0.60.

This profusely illustrated booklet is a valuable addition to the growing literature on the subject of swimming pools. Prepared under the direction of The Bureau of Health, Physical Education, and Recreation, after consultation with a large number of local authorities, it contains excellent suggestions with reference to cooperative pool planning and the development of a comprehensive aquatics program. It affords much valuable information with reference to space and facility requirements and the suitability of various types of pools for aquatic activities. Some pool types, however, receive rather casual consideration, and no mention is made of the fan-shape pool, a type that is gaining in favor in many sections of the country.—*George D. Butler, NRA Research Department.*

* See footnote on page 247.

Recreation Leadership Courses

Sponsored by the National Recreation Association
and
Local Recreation Agencies

May, June and July, 1956

HELEN M. DAUNCEY
Social and Playground
Recreation

Altoona, Pennsylvania
June 7-8

Toledo, Ohio
June 11-14

York, Pennsylvania
June 18-19

Westchester County, New York
June 21

State of Rhode Island
June 28-29

Whitinsville, Massachusetts
July 2-3

RUTH G. EHLERS
Playground Recreation

Fayette County, Kentucky
May 7-10

Mankato, Minnesota
June 4-5

St. Cloud, Minnesota
June 6-8

Virginia, Minnesota
June 12-13

Superior, Wisconsin
June 15-16

Shepherdstown, West Virginia
July 9-12

ANNE LIVINGSTON
Playground Recreation

Sheboygan, Wisconsin
June 12-15

MILDRED SCANLON
Playground Recreation

Pittsfield, Massachusetts
June 18-21

GRACE WALKER
Creative and Playground
Recreation

Clifftop, West Virginia
June 6-8

Lancaster, Pennsylvania
June 11-12

FRANK A. STAPLES
Arts and Crafts

Toledo, Ohio
June 11-14

Altoona, Pennsylvania
June 22-23

David M. Langkammer, Superintendent of Recreation

Arthur G. Morse, Supervisor of Recreation, 214 Safety Building

Mrs. Sylvia C. Newcombe, Superintendent, York Recreation Commission

Miss Vivian O. Wills, Assistant Superintendent, Westchester County Recreation Commission, White Plains

William H. Cotter, Jr., Chief, Bureau of Recreation, State Office Building, Providence

Roscoe Marker, Superintendent, Northbridge Playground and Recreation Commission

John F. Gettler, Director, Fayette County Playground and Recreation Board, Lexington

Robert L. Horney, NRA District Representative, 223 Davis Building, 151 Michigan Street, Toledo, Ohio

Dr. Oliver S. Ikenberry, President, Shepherd College

Howard Rich, Director of Public Recreation

Vincent J. Herbert, Superintendent, Board of Park Commissioners

L. A. Toney, State Leader, Extension Work, Institute

Albert E. Reese, Director of Recreation, 135 N. Lime Street

Arthur G. Morse, Supervisor of Recreation, 214 Safety Building

David M. Langkammer, Superintendent of Recreation

Miss Dauncey will conduct four recreation leadership training courses for the United States Air Forces in Europe between May 1 and June 4, with emphasis on the Air Force Youth Activities Program.

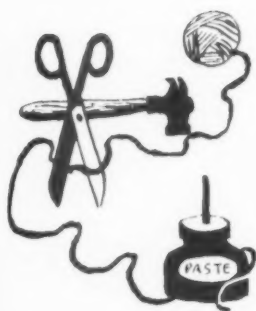
Frank A. Staples will be conducting Arts and Crafts training workshops between May 14 and June 7 at Air Bases at the following locations: Abilene, Texas; Ardmore, Oklahoma; Little Rock, Arkansas; Blytheville, Arkansas. If you are interested in further details with reference to his availability for consultation during this period, or in the possibility of participating in these training workshops, please communicate with Raymond Morrison, regional representative of the Office of Community Services, Department of the Air Force, at 248 Casa Blanca, Fort Worth 7, Texas.

A two-day statewide summer playground training course for New Hampshire will be held at Bristol on June 15 and 16. Members of the Association's leadership training staff will be assisted by Waldo Hainsworth, NRA district representative, and Richard A. (Wink) Tapply, director of recreation, Bristol. For further information or to register please write to Mr. Hainsworth, Fowler Road, Northbridge, Massachusetts.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of the course, registration, and the like, communicate with the sponsor of the course as listed above.



JUNE
is
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Month



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